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EDITORIAL

IN the school-rooms of the future there should be emphasized two dramatic incidents of the past months illustrative of courage, of hardihood, of kindness, of service for others. They refute the oft expressed statement that today only

MODERN HEROISM

money rules; that selfishness and greed predominate. The scene of one of these incidents is the long and lonely white expanse leading from Seattle to Nome. The other scene is laid at a cave, in the mountains of Kentucky, in which the explorer Floyd Collins lost his life.

It is doubtful if there is revealed, in all the pages of history, a parallel of the real bravery shown by the driver of the dog team as he made his way across the trackless snow to Nome, to carry relief to stricken humanity. And for true and unselfish devotion, no case on record excels that of the men who for eighteen days went in and out of Sand Cave in their search for Floyd Collins. Warned by engineers and miners that every foot gained by them increased the danger from caving walls, the rescuers struggled on. When they found their progress entirely blocked, with unflinching courage and careless of personal safety if their friend and neighbor might still be found living, they began anew. And thus the work went on.

Gunna Kasson and his dog team, led by the faithful Balto, reached Nome. The rescuers at Sand Cave, tireless, persistent, went forward to their task. Although they found Floyd Collins when too late, their efforts did not result in failure. Not soon should we forget the lessons of heroism and service for humanity and

love for fellow man, as exemplified in that intrepid dash for Nome and the eighteen-day search underground for Collins the explorer.

And during all the days of the Nome dash and the dramatic events in Kentucky, the headlines in the daily papers were eagerly scanned for the "last minute" news. Reporters, news gatherers, feature writers, editors, laid aside the sensational story of murder and arson and robbery and scandal. Nothing exceeded in human interest the news from the far north or from the Kentucky hills. "Have the dogs reached Nome?" "Have they found Floyd Collins?" These were the questions each man asked his neighbor. The petty and sordid happenings of the day, the scandal and criticism were forgotten. A current of sympathy went out from every true man and woman to those in trouble and distress, and brought the whole people into a closer and better fellowship.

Heroism of Peace

Why seek through military history for deeds of valor? It does not take a war to develop heroism. An adopted child of twelve years in Minnesota, lonesome and unhappy, taunted by a chum, committed suicide the other day. Bring before boys and girls in school the lesson of Nome and of the Cave in Kentucky. Herein lie such incentives for good citizenship chosen from the actual life of the day as to turn the taunt to lovable companionship. A San Francisco boy, large for his years, and derided by classmates because of ill-fitting clothes, took his own life by hanging. The lessons of the frozen North and the 18-day search for an imprisoned companion should aid in giving

right points-of-view to this boy's classmates, and the changing of scorn to sympathy.

A prominent business-man of the community finds it whispered on the street that he is dishonest in his dealings. There are veiled remarks in effect that investigation would reveal circumstances of an even more damaging nature. Both business and character have been assailed by a selfish and unscrupulous competitor. The lessons of service for others, of unselfishness, of devotion, as exemplified in these incidents of modern heroism just recorded and made a part of the life of each boy in school would make impossible the injury to business and character of one citizen by another.

The lesson from Nome and the one from the caves of Kentucky should, if fully appreciated and applied, tend toward the elimination of selfishness and intolerance and bigotry and make for sympathy and fellowship and service for humanity.

—A.H.C.

EDWIN R. SNYDER:

Few men in public life have been as universally loved and admired as was Edwin R. Snyder. His death recently at San Jose, where he was successfully serving as president of the State Teachers

THREE GREAT EDUCATORS GONE

College, was the cause for sincere and universal regret on the part of thousands of men and women throughout the State of California.

Dr. Snyder was best known for his work as Commissioner of Vocational Education in California. When in 1913, the reorganization of the State Board of Education was brought about, and Will C. Wood became Commissioner of Secondary Schools and Dr. Margaret McNaught, Commissioner of Elementary Schools, it was E. R. Snyder who was chosen to organize the State's vocational

work. This he did with great wisdom and vision. He brought the Department to a standard second to none in the country. The results of his work will be felt for years to come.

On the appointment of Dr. W. W. Kemp to the directorship of the School of Education of the University of California, Dr. Snyder succeeded to the presidency at San Jose. He was especially well prepared for the field of teacher training, in former years having been connected with the old San Jose Normal School.

Other positions of prominence held by Dr. Snyder: in charge of industrial work in the schools of Alameda; assistant superintendent of the Fresno schools; and superintendent of the Santa Barbara Schools, from which latter position he was chosen as Commissioner of Vocational Education for California.

Dr. Snyder was a thorough student of education, a highly successful teacher and an executive of marked ability. He was firm and courageous when need required, but was calm and considerate of others. Rare indeed was it that we heard him speak slightly or disparagingly of any one. He usually spoke in praise or not at all. His word was as good as his bond. He was never too busy to pause and get the other person's point of view. Herein lay one of his marks of greatness. He was mobile and flexible in his thinking and kept his mind receptive to new truth. His memory and work will long remain as a rich and enlightening inheritance.

Charles H. Keyes:

Among the prominent California educators of a quarter century ago the name of Charles H. Keyes is writ large. His death in New York only the other day, leads many to recall his wonderful personality, genial disposition and marked executive ability. At the time of his death

he was president of the Skidmore School of Arts, at Saratoga Springs, one of the outstanding schools for girls in the country. During the last decade or more of Dr. Keyes' presidency of Skidmore, the school has achieved national prominence.

Charles H. Keyes, in the years preceding 1892, was connected with the schools of Riverside. He came to Pasadena to organize and become the first president of Throop Polytechnic Institute, now the California Institute of Technology. It was largely through his vision and professional outlook that there was established at Throop Institute the first department west of Chicago and St. Louis for the training of men and women for the teaching of the industrial arts, manual training, home economics and fine arts.

Dr. Keyes was one of the leaders in the reorganization of the California Teachers' Association. He was president of the State Association, at one time. He was for years an outstanding figure in the N. E. A. and served as member of the executive committee, a member of the National Council of Education, and president of that body for three years. Few men more than Charles H. Keyes have helped shape the educational policies of the nation.

Norman Bridge:

During the entire time that the present writer was connected with Throop Polytechnic Institute, a period of 13 years duration, Dr. Norman Bridge was president of the Board of Trustees. His death removes one of the most prominent physicians in the country and a man who, during his entire life, was keenly interested in forwarding education.

Dr. Bridge who for years was a resident of Pasadena has more recently held his residence in Chicago. He has contributed from his large financial means to Throop Polytechnic Institute and to the

California Institute of Technology and endowed the Norman Bridge Laboratory. Among the legacies left by him, aggregating eight million dollars, is a large sum to eventually go to the University of Southern California. Other Southern California institutions are to profit likewise by his benefactions. —A.H.C.

California is the Land of the Pioneers. The spirit of the Argonauts is still lusty! In many domains of the human spirit, California has blazed

RADIO IN CALIFORNIA SCHOOLS

bright trails, while older states procrastinate and falter. She builds dream cities in the desert, and steers glaciers into her power plants. Her's is the heart of the Pioneer.

Recently radio has become a recognized, official feature of the California program of education. The State office, the cities, and many rural communities, have enthusiastically sponsored and developed excellent radio schools. Education by radio is a reality in California. School music, California history, and world geography are the subjects of regular courses. For example, the State Commissioner of Elementary Schools, Mrs. Grace C. Stanley, some months ago issued a statement on radio lessons in geography, which was in part as follows:

"The rivers which will be studied by radio this year are the Mississippi, Missouri, Hudson, Colorado, Columbia, Sacramento, St. Lawrence, Yukon, Amazon, Orinoco, La Platte, Ganges, Congo, Nile, Euphrates, Danube, Rhine, Rhone, Volga, Thames, Yang-Tse-Kiang,—all of them rich in history.

* * * Lessons should be prepared and submitted to supervisors or superintendents, who will then select the best of those presented to be filed with the commissioner of elementary schools. The best lessons will then be broad-

casted to the children of the state by someone who has a good carrying voice. In this way it will be possible to make available for every child, no matter how remote he may be, the work of the best teachers which the state can afford."

Complete programs have been sent out to the superintendents and to the teachers through the educational journals, so that the schools may be prepared in advance for the lessons and talks to be given. The work given is interesting and simple enough so that practically all children can enjoy listening to the radio, and, at the same time, suggestive enough for work to occupy the most talented children. California children are bathed in sunlight and educated by radio!

—V. MacC.

YESTERDAY the junior high school was a hope, a vision, a new name. Today it is a splendid working reality, throbbing with life and vigor, in a hundred California communities, and in many cities throughout the nation.

THE JUNIOR HIGH SCHOOL In the old days the seventh and eighth grades were used (for the precious few children who had survived the thin literary pabulum of earlier years), largely for dreary, illimitable, and stupefyingly dismal "reviews." The pupil was supposed to "review" all that he had learned from grades one to six, and then "finish school,"—a reviewed and perfect product. This old regime was largely responsible for great numbers of elementary pupils who "dropped out" during the last two years of school. They couldn't stand the "reviews." Neither would we!

The junior high school has entirely transformed this period in the life of the pupil. Today it is rich, vigorous, purposeful, creative, directed. It links together, naturally and effectively, the

lower grades on the one hand, with the senior high school on the other.

—V. MacC.

THE school people of California have rejoiced in the news that State Superintendent Will C. Wood has decided to remain in California. On March

WILL C. WOOD 14, Mr. Wood re-
leased to the press
the following state-
ment:

"I have definitely decided to remain in California as superintendent of public instruction. Last night I wired Governor Pinchot of Pennsylvania, that I would give no further consideration to the proposition to come to Pennsylvania. My reason for the action is twofold.

First, the Pennsylvania situation is complicated by a breach between the governor and the school leaders. I doubt whether it would be possible for me to heal this breach,—thus enabling me to put over a constructive program of education. In the second place, the school situation here in California is such that I feel that I should not leave it at the present. Evidences multiply that the forces of reaction, anxious to attack the educational program for which I have stood during the last eleven years, are awaiting my resignation with intent to undo so much of the achievement of California in school affairs as they can. I shall not quit my office with snipers in the rear."

The progressive school forces of this great Commonwealth, the parent-teacher associations, the women's clubs and leagues, and all societies interested in the public schools, are actively aware of "the forces of reaction" and the "snipers in the rear." It is with satisfaction that all persons, who have at heart the real welfare of California's boys and girls and school children, learn that a great educational leader, of national repute, is to remain among them.

—A. H. C.

THE Cincinnati meeting, Department of Superintendence, was a great success. President William McAndrew had given unstintingly of his time during the year to the preparation of a program of real value and significance.

DEPARTMENT OF SUPERINTENDENCE N. E. A.

Executive
Secretary
Shankland
of the Department
made

plans involving even the most minute details looking toward the comfort and convenience of the members. From the opening session to the close a high-water-mark in interest was maintained. The speakers were well-prepared and for the most part kept well within the time limits. The topics discussed were the best that could be chosen. Those who went to the meeting returned with a feeling that they had been well repaid for the time and money spent.

In contrast to the situation a few years past, California this year sent a splendid delegation to the meeting. At the California breakfast on the morning of February 24 there were seated at table 67 men and women including a few one-time Californians. There were also seated Miss Olive Jones, past president N. E. A.; Alvin E. Pope, former director of education at the Panama Pacific Exposition; Dr. J. M. Rhodes, former superintendent of Pasadena; Secretary S. D. Shankland, Dr. George D. Stringer, Dr. A. E. Winship.

The fact that Superintendent J. M. Gwinn of San Francisco was not elected president of the Department for the coming year is no reflection. The only other candidate for the position was Frank W. Ballou, Superintendent of Schools, Wash-

ington, D. C. Dr. Ballou is one of the outstanding superintendents in the nation. He is well and favorably known, especially just now, as he was chairman of the local committee at Washington last year when the N. E. A. was entertained so royally. More than that, Dr. Ballou is a former teacher in the schools of Cincinnati.

It is to be hoped that all superintendents and others who attended this great meeting will make such reports to those of their associates who were unable to attend as to carry over to them the important messages delivered by the various speakers. This meeting is becoming a real clearing-house for all matters pertaining to educational organization and administration, the curriculum, and the development of educational theory.

Some years ago it was seen that the growth of the N. E. A. was such as to make necessary a reorganization on the delegate plan. The Department of Superintendence is now so large that it is well-nigh impossible for any city to handle the meeting. The question is a serious one as to whether as the Department grows it will not be necessary to devise some plan similar to that in force in the N. E. A. In any case and under present conditions we are persuaded that the proper place for the holding of the meeting each February is in Chicago. We have only words of praise for the manner in which other cities,—Cleveland, Cincinnati, Atlantic City, take care of the convention. But Chicago is more central. With the meeting held there it is unnecessary for those who come from the West to spend an extra night or day in travel or to change trains. Then too in Chicago, it is possible to hold all the meetings under one roof. We believe such decision on the part of the officers would be well received.

—A. H. C.

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THE VISITING TEACHER

ELIZABETH McMECHEN
Berkeley, California

THAT increased sense of responsibility felt by educators which led to the establishment of better health facilities within the school, to more enlightened attendance departments, and to special equipment for training the physically and mentally handicapped, has produced also the new type of worker known as the visiting teacher. Various organizations for child welfare early welcomed this new worker, while today the wide interest in mental hygiene enhances her importance in the eyes of the general public.

Beginning in 1906, simultaneously in Hartford, in Boston, and in New York, the movement has spread south and west, gaining strength until it is now no longer regarded in the light of an experiment but has come to be considered an integral part of many progressive school systems.

Its sponsors in those early days were moved by the conviction that if there existed a person who could go back and forth between home and school, interpreting each to the other, and insuring mutual understanding of the child's difficulties and mutual aid in solving those difficulties, many children would be prevented from coming to the juvenile court, and many more children would be prevented from leaving school as failures, already bearing the stigma of defeat.

Quickly Recognized

Financed at first by private agencies, the work was quickly taken over by school boards. In New York, the Public Education Association, which has furthered so many fine educational movements, at once became responsible for the experiment. It was due to the able efforts of this organization that the meaning and importance of the work became known to other communities, which began to demand for themselves the service of this person experienced in teaching and trained also to modern social service.

In 1921, there became available a fund, known as the Commonwealth Fund for the Prevention of Delinquency, which undertook as part of its program a visiting teacher demonstration whereby thirty visiting teachers have been placed in as many communities in cooperation with school boards for a three-year period. The National Committee on Visiting Teachers affiliated with the Public Education

Association technically supervises this demonstration.

Berkeley and San Diego

California has two of these 30 visiting teachers, one at San Diego and one at Berkeley. In San Diego, the visiting teacher is confronted with the special problems arising from nearness to the border, with the lure of the land beyond, from the large Mexican population, and from the presence of a naval base. In Berkeley, on the contrary, there appear none of these specific problems of location or population. In this typical high-class native American educational center, a visiting teacher study is worth-while. The type of community and freedom from special problems gives opportunity to judge of its importance in a school system already provided with unusual facilities in health and in training for the handicapped. In both these cities a group of two or three schools has been selected for intensive work during the period of demonstration.

It is in the large group of the so-called normal that the visiting teacher everywhere finds most of her cases. In any such group, despite improved curricula, method, and training for teachers, is to be found the child who is timid, self-conscious, idle, irritable, fearful, unhappy, or in almost any other phase of maladjustment.

Social Wreckage

It is to the schoolroom that we must turn for the detection of those first manifestations of inabilities, instabilities, and dissatisfactions that mark the individual for later social wreckage. If we could read the records of any welfare agency, if we could have the names registered there, and could read their life histories, there is no doubt that in the large majority of cases, the first sign of inability to become an efficient member of the social group, appeared in the schoolroom. Some day, a stern society, viewing its social wrecks, will turn accusingly to the school and demand, "Why did you not prevent this? You who met these individuals in their early plastic years, you who could so easily read the signs of danger ahead, you whose business it is to modify, to guide, to avert the storm of self-destruction, born of heredity, born of environment, born of

lack of understanding, born of unfaith, born of a false and improper training?"

All of the numerous things that the visiting teacher does in her effort toward readjustment may, roughly speaking, be placed under three heads. She becomes an intimate friend of the child himself, probing into his likes and dislikes, his interests and ambitions; she becomes an friendly visitor in the home, discovering its limitations and its handicaps, its advantages and potentialities; she brings to the classroom teacher a new interpretation of her child, seen in the light of family situations or of outside forces leading to his maladjustment. She cooperates closely with all school departments and with outside agencies, drawing upon the facilities within the school system or turning to welfare agencies, health centers, or recreational organizations as need may arise. While her attention is centered upon the child, the entire family necessarily becomes part of her concern. Mothers come for advice about other children and often about other personal family matters.

Some Specimens

Cases of any visiting teacher include John, who is restless and over-age; Susan, who longs for pretty clothes, cheap jewelry, rouge, and

late parties, in opposition to the dreariness of home, where may be poverty, many children, and a tuberculous mother; Fred, mentally normal, but a failure in first grade, a repeater, a failure, until he becomes first discouraged, then indifferent, then antagonistic, establishing for himself the reputation of being a "bad boy," which pursues him forevermore; excessively shy Janes, who comes to be considered stupid and who lives up to her reputation of not being able to learn; Jake, from the broken home, whose mother works, coming home, tired and querulous, and arising to begin her new day and Jake's with bitterness. So on, through all the long list of causes that display themselves in the classroom as unpleasant or dangerous symptoms, bringing annoyance and worry to the teacher, many times already overburdened, and certainly without time to visit homes or to make adjustments outside the schoolroom which might bear wholesome fruit within.

It is precisely to help the school meet its responsibilities to the child who comes from his home with fundamental patterns falsely laid or who finds within the school itself an obstacle to success that the visiting teacher exists.

SOME PROBLEMS IN PART-TIME EDUCATION

J. E. CARPENTER

Principal, Part-time High School, Sacramento, California

THE UNITED STATES is remarkable for its wisdom in supplying comfortable and beautiful buildings for its schools. The United States, during 1924, spent more than all other countries together for new school buildings. This is an evidence in part of the state of expansion of our population as compared with the stability of Old World populations, and in part is an evidence of the wealth of this country. The record is a remarkable one. Even more remarkable is the California record and the California standard of beautiful and commodious school buildings, in city and country alike.

What is the case with the Part-time High School? Six years after the passage of the act establishing part-time schools, there is in California just one building adequately planned and built to house a part-time high school. In every other instance, so far as my knowledge goes, the part-time work is being done in rented quarters; in remote corners or nooks of the full-time high school building; or in buildings outworn and discarded for other school purposes.

Fortunately the lack in buildings and equipment is not paralleled in the teaching staffs. Part-time education has attracted some of the most capable, broad minded, and benevolent teachers in the profession. Administrators say this, and some of the teachers may eventually be forced to plead guilty to the charge.

Organized Play

Another problem, common to part-time and full-time schools alike, is that of "self-expression activities". School people have come to recognize organized play, and particularly physical recreation, as an essential part of the training program for children and young people in full-time schools. Is it any less essential for the part-timer as an opportunity for self-expression, a means toward physical health, a deterrent against less wholesome methods of recreation, and above all as a means of inculcating good and wholesome habits, than in the case of the full-time pupil?

The time element of course sharply controls what can be done by the part-time high school in the way of physical recreation or athletic activities. I will propose two questions:

Is it wise to use any part of the four hours of required attendance in a program to correspond, in small degree, to the required physical education work and to some one or more of the extra-curricular activities common in full-time schools?

Is it a better use of any such time and attention given to these activities, within or outside the school day, to use it on athletic and dramatic activities rather than parties, dances, and like forms of entertainment?

Peculiar Problems

I have used two examples of problems which the part-time school has in common with full-time schools. Now for the problems peculiar to the part-time high school. Perhaps it will help me to tell you the problem, as I see it, if I refer to the purposes of full-time high schools.

These purposes can be stated under three heads. First to train youths in the knowledge and skill necessary to make them self-sustaining economically; that is, vocational education. Second, to equip certain youths with the necessary knowledge or mental agility, I am not sure which, to be allowed the privilege of studying further for various purposes in the colleges and universities. That is, the purpose of preparation to enter college. Third, to give to another group (and at the present time this is a larger group than I think most of us school people are often willing to let ourselves believe), a taste from various crannies of Life's wide storehouse of knowledge, which will be all that they will ever receive, in formal fashion, of what we commonly refer to as "a liberal education".

There appear two distinguishing characteristics of part-time students. Normally they have either left the full-time school voluntarily, or are employed, or both. I repeat that these two are the typical characteristics of part-time students. These characteristics differentiate them essentially from full-time school students. I believe a diagnosis of the student with either or both of these characteristics will indicate a treatment very other than that we now give the full-timer.

Certainly if he has left voluntarily and of no certain necessity the full-time school, with all its facilities, there is little hope that we can induce him to drink by leading him back to a smaller trough of the same kind of water he has just turned away from. If, on the other hand, he of necessity has left the full-time school for employment, which of the three pur-

poses of a full-time school can you in any measure adequately meet or expect to get measurable success in attaining in less than 20 per cent of the time the full-time school requires?

Guidance

The California Commissioner of Industrial and Vocational Education has made a statement and used a word which seems to me the key to the answer to this problem. That word is "guide" and the sentence in which it occurs is: "Part-time education is intended to guide young people during their critical years, that is, during the years between the ages of fourteen and eighteen; to help them, under proper influence, to acquire right ideals and right habits."

The essential purpose of a part-time school is not to instruct, but to guide. Fact-knowledge and skill are logical and reasonable aims of full-time education. Guidance is also an essential aim of all full-time education, as any full-time educator will aver. In part-time education on a four-hour-per-week basis, fact-knowledge and skill must be largely left out of the reckoning. Guidance is left as a primary purpose.

Instruction in applied subjects, if given at all, can only aim to inspire and direct as between various vocations. Instruction in related subjects should purpose to open the young employee's eyes so that he can educate himself on and off his daily task. Instruction in social subjects should purpose to open his eyes and mind to the problems of civic and social life so that he can pick his own way and assist others to pick their ways safely.

Opportunity

If he aims to instruct, that is, impart knowledge and skill, the part-time school man will always be on the defensive against the question,—how can you do it in four hours per week when the other schools require twenty-five? If he aims to guide out of idleness into employment; out of a blasé disrespect for authority into civic responsibility and self control; out of useless, harmful or debasing activities, into wholesome, helpful use of leisure time; out of pettiness, into the largest use of life possible to the youth; out of an easy contentment with mediocrity into a reasonably divine state of discontent; then he has every reason to be optimistic of the chances of attaining measurable success in four hours per week.

What other agency has the absolute assur-

ance of not less than four hours per week of the time of so large a group of boys and girls during years when young people are quite responsive to any influence exerted upon them? What would the Sunday Schools do,—or aim to do,—if they were granted, not one hour per week, as they have requested, but four of each youngster's time? What would Boy Scout or Camp Fire Girl leaders do, if they were suddenly assured of four hours weekly or nearly a thousand boys and girls in Berkeley, the same number in Sacramento, a couple thousand in

Oakland, three or four thousand in San Francisco? What could a wise parent do with this much of his children's time?

The part-time school is a very live flesh and blood problem, made up of live boys and girls. It is a unique educational problem, involving real boys and girls, unique in some characteristics which differentiate them from full-time school boys and girls. It cannot be solved by a "scissors-and-paste" application of methods which tradition may have set down as theoretically adequate for any full-time school.

ELIMINATING MUSIC FROM THE SCHOOLS

MRS. CARRIE P. TIMM

Teacher of English, Sacramento High School

DR. STANLEY RYPINS, State Teachers' College, San Francisco, expressed his conviction, in the last Sacramento County and City Institute, that the course of study is too long. Certain subjects should be eliminated, he claimed, one being music. He said that he trod upon educational toes, in making this assertion, as many learned people believe the study of music necessary. It is the opinion of the writer that the educational toes would not only be trod upon, but that they might become quite mangled; that blood poison might set in; that parts of the lower limbs of education might have to be amputated; that the educational system would be so crippled that it would have to drag itself along by artificial locomotion, or sit on the sidewalk and beg.

Dr. Rypins says that only the most useful subjects should be selected, and that music is not one of these. Everyone agrees that the course of study is so dilated that it is on the verge of bursting, but, to make music one of the scapegoats will do more harm than good. It is desired to select the studies that have the most to do with the welfare of the child, physically, economically, and morally. Music is not so important to the majority, perhaps, as reading and arithmetic or some of the social sciences. But it is necessary. All things that are necessary are not of equal importance.

The study of music is absolutely useful. It helps in the physical development of the child. Singing develops the throat, the lungs, and makes a child get into the habit of breathing properly. Children are taught to stand correctly and not yell at the tops of their voices as they will if not trained in the right manner.

It was said "Children will always sing even

if not taught in the schools." This is a mistaken idea. The majority of children and adults only sing according to the notes of a song. Perhaps they did not read the notes themselves but someone had to read them and learn them. Very few people sing correctly "by ear", or have a true sense of pitch. Very scarce are those who have what is called "absolute" pitch. Singing has always been in the public schools. If singing were taken out of the public schools scarcely any child would learn to sing. Where would he learn? How many children does the reader know who take vocal lessons? These are too expensive for the average, being from four dollars a lesson up, by the best teachers. A few children get a little practice in singing at Sunday School once a week, but these are very few, and the songs there are not the ones of everyday.

An example was given, by Dr. Rypins, of little children three and four years old singing grand opera in Italy, as they play around at home. That may be, but the ones who sang those songs in the first place had to be able to read the notes very carefully and correctly. The writer has watched Italian children learning to sing, and also to play the violin, but it was noticed that these same children either depended upon the notes themselves or got the songs from others who studied the notes. Some one, somewhere must have been able to read music in order to have kept the songs in their original state.

Children today get the best musical training that has ever existed in the history of education. In the old-fashioned school only those children who seemed to have some ability were given much attention. If a child did not have much sense of pitch he was considered hope-

less as he must have been born that way and could never be changed. Now the teachers train many such children to recognize differences of tones and to reproduce these with their own voices. It gives them "sound consciousness" which helps in their physical and mental development.

From an economic standpoint music is necessary. Many students get knowledge and skill by which they are enabled to earn money to pay for much of their education. Boys who play in orchestras get from six to eight dollars an evening. Of course all cannot have the opportunity of playing in an orchestra, but many can, and do. Others get inspiration from the music and their education is enriched by it. The ability to distinguish and classify sounds is cultivated. At a time in civilization when the five senses seem to be growing dull, anything which tends to improve our sense of hearing should be encouraged. This means greater efficiency from any economic standpoint.

Music re-creates. All physiologists and psychologists agree to this. It gives an emotional outlet. The Salvation Army leader understands this when he gives the new convert a bass drum to beat. Music not only gives inspiration but motivation. Recreation is a necessity to which all members of society should contribute something. Those who contribute the highest and best are thought most worthy and get the most consideration. The Public School furnishes the best in vocal and instrumental training. Otherwise the majority of

children would only get the "coon shouting" from the cheap shows and nothing but the exaggerated jazz of the dance hall. Good music keeps children's minds from dwelling upon unwholesome thoughts.

The complaint is made that there is not room in the curriculum for music. There is as much room for music as there is for sewing and cooking which could be taught at home without cost to the school. There is as much room for music as there is for drawing. How many children in the public school become artists? Not so many as become musicians. There is as much room for music as there is for any manual training which could be learned at home with less cost than music could be taught at home. These subjects are all important and have a place in every child's education.

Dr. Rypins said: "As Nero fiddled, while Rome burned, so do the children of the public schools spend time on music while civilization is dangerously suffering." Now this comparison is not quite applicable. Nero did not get his "Fiddling" from the public schools. If he had he might have played better!

Civilization is in a weakened condition. It has been wounded deeply, and if not healed, eventually will bleed to death. Everything possible must be done, to get back to our national ideals of Truth, Purity and Freedom. The elimination of Music will not help in this. Music is necessary to move the best education to its higher goal. It invigorates the Soul.

PERSONALITY IN THE PRINCIPAL'S OFFICE

NELSON C. HUNTER, San Francisco

TWENTY years ago it was quite common to engage a principal because he was a good teacher. Today he is selected, not alone because of his teaching abilities but also because of his rank as an executive. The expansion of the school curriculum has emphasized the necessity for higher standards of administration. It is a field of its own, demanding the best in both personnel and efficiency of operation.

School authorities have been most lavish in the display of impressive buildings. Architectural design has enjoyed a freedom previously unknown. Classroom furnishings are often the best that money can buy. Art classes are quickening the perception of beauty. Work in the handicrafts enlarge the sphere

of the school's practical usefulness. These influences are of profound value in humanizing school routine. They keep interest at its highest pitch, and crowd the student's life with experience and impressions unknown a few years ago.

No less vital to their training is the poise, purpose, and power that should radiate to them from the principal's office. They frequently have less contact with him than with their regular instructors. When those contacts do occur they should be on an essentially higher level. Here, of all places, the sense of friendliness should prevail, authority be undisputed, justice unquestioned, understanding exercised, sympathy practiced, and character exemplified.

One of the foremost concerns in America,

whose products go into the "better class" offices, train their representatives in a dignified, refined business environment. They are "seasoned" by a series of visits to the offices of the various department managers. Here they are bathed in an atmosphere of confidence and inspiring idealism. Here they absorb the spirit and purpose that motivates the entire organization, its policies, its men, their wholesome surroundings, their satisfaction with their work.

Office Atmosphere

The president of one of the most successful advertising services in America makes his office a training camp, conference room, and banquet hall for his entire organization. It is a model of efficiency. This particular office is a breeding ground for confidence, respect and noble effort. We are gradually being convinced that naked floors, bare walls, and mediocre furnishings are not conducive of enterprise, nor is fuss, flatter, confusion, and litter an indication of prodigious activity. The first is a lack of appreciation, the second an index to disorganization.

Executives do not fit up their workrooms to finesse the public or over-awe their subordinates. They do so because work is easier to perform and discipline easier to maintain simply by establishing a definite visible sign of excellence, a high mark of refinement, to which, it is implied, all will graciously rise to meet.

An environment of this sort in the heart of the school may be made a power of the first magnitude. In these surroundings students encounter daily the same general activities they will find in every day life. Appliances, equipment, activities will vary only in details. They will be in and out of offices all of their lives. Many will spend their lives, during working hours, in offices. The ease with which they fit themselves into their new duties may be de-

termining factors in failure or success. Success will come the quickest to those who are not compelled to effect too great a mental and moral readjustment after they leave the school.

The Principal an Executive

Let us regard the school principal as an executive. Let us visualize a man administering the affairs of a school plant that represents an actual investment of a million and a half dollars. School organization is analogous to business organization. Under the business executive are the department heads. Under the school executives are the corps of teachers. Under the department heads are the workers, under the teachers are the pupils. Both are engaged in getting a certain product into the hands of the public. In business it is usually a merchandise commodity; in school the product is manhood and womanhood. If well-appointed officers are essential to business management and organization, how much more valuable they must be to the maintenance of school discipline and efficiency, and the development of character during life's most flexible period.

No business executive whose plant equipment represents a million dollars and whose working force numbers a thousand or more men and women is expected by his managing directors to be embarrassed by lack of space comfort in his surroundings. School directors likewise often could profitably be more generous in their allotment to the furnishings that go into the school manager's office. These few touches tend to implant virtues in the minds of the young. One may safely predict that as time goes, this phase of school furnishings will receive the careful consideration to which it is justly entitled. Probably the neglect that, in many instances, has attended the selection of the proper furnishings has been due to the fact that it has been treated as a detail instead of a matter of large importance.

WITH CALIFORNIA RURAL SUPERVISORS

MRS. GRACE C. STANLEY
State Commissioner Elementary Schools

CALIFORNIA has entered into the fourth year of a program for rural supervision. From correspondence with 33 supervisors many high-lights appear on what is being done for rural schools. Teacher helps, such as demonstration lessons, group and individual conferences, suggestion of material, extension courses, help in the organization of subject matter, were mentioned 80 times. There are

just 58 varieties of community activities, chief among which are those dealing with the P.-T.-A., but included play days, school entertainments, a definite publicity program and a university extension course.

The children, too, come in for their share of direct action. In 45 different ways they are being assisted in the development of character and personality and the acquiring of know-

ledge and skill. Probably one would not think of the rural supervisor primarily as a peace maker, but no less than 37 entries were made showing not only their efforts in allaying friction and preventing misunderstanding, but also their constructive measures for greater co-operation among all the agencies for better living.

The physical development of children is at last being given attention in the rural school as is evidenced by its being mentioned 29 times, and closely allied to this is the attention being given to improvement and beautification of buildings and grounds.

Thirteen supervisors help in placement of teachers and ten are using some form of standard tests.

But the real proof of any educational system is in viewing it at first-hand to see what the actual results are in child life. With this idea in mind I have recently spent two days in San Joaquin County and one each in Los Angeles, Tulare and Kings.

San Joaquin

In San Joaquin County I went out with the two rural supervisors, Mrs. Tene Cameron and Mrs. Orr James. As I recall it now there is a delightful background of a drizzly, gray day; winding roads through dripping trees; and the delicious odor of hot soup which the children at one school had prepared for their lunch.

Children busily engaged in illustrating with pencil, crayon, or clay the stories they had been reading; in dramatizing a health story for the school assembly; playing vigorously at intermissions; working at lesson assignments; occupy the foreground of the picture. Among the impressions that remain fixed is that of skillful leadership from the general supervisors and careful direction from the special supervisor of music, Miss Anna S. Smullen.

Los Angeles

My next tour was through the Lancaster section of Los Angeles County, which is under the supervision of Mr. W. J. Cagney. In order that all the teachers and children of the 20 schools might be visited they gathered at nine different centers. The first stop was made at Sierra Bonita School, at eight where a steaming hot breakfast was served by the mothers and teacher to all the people of the community. It would be impossible to describe all the events that were crowded into this day: the songs, the marching, the flag salutes, the demonstrations of school work, the welcomes from teachers and pupils, the long rides over desert roads, the gifts that were presented by the children, made a day long to be remembered. The California spirit of hospitality remains as of old everywhere in our generous state. Mr. Cagney is working out a unique feature for his section in asking the teachers under his supervision to write an estimate of each pupil.

PRESS AGENTS IN EDUCATION

H. PHELPS GATES

Director of Publicity, Ventura Boulevard Chamber of Commerce

IN AN age of commercialism, advertising and publicity methods seem to be venturing ever further into virgin fields, and with considerable success.

Private educational institutions, particularly correspondence schools, have pioneered, and their efforts have made a considerable "dent" upon a knowledge-seeking public.

"From office boy to general manager," "Earn \$5000 a year as salesman," "Where will you be tomorrow?" "Are you satisfied with your income?" These are actual slogans, appearing daily in periodicals throughout the country. This type of advertising is bringing big results to its users.

Yet publicity plays only a small part in the public school system today. In terms of dollars and cents public educational institutions are ignoring the possibilities of hundreds of column-feet of free publicity. It has been my

experience to work for nine newspapers in Southern California towns, coming into contact with some fifteen grammar and high schools. With but one exception, regular school news was the very hardest to obtain. The exception was a grammar school principal who was an old newspaperman, and who took delight in giving me two or three columns of really interesting school-news each week.

Teachers and principals in the other schools didn't realize the value of school news. They had "no authority to give out any news." They didn't know news when they saw it. One experience in a small-town field stands out as an example of the latter. I had been talking to a high school principal for perhaps fifteen minutes, trying to "cook up" a good story on an exceptionally quiet day, but he said there was absolutely "no news." Then I spied a letter

from an alumnus of the school, now a successful business man.

The lad had graduated seven years before and had risen to manager of a direct-by-mail advertising office. His letter attributed his success largely to his excellent high school foundation. In a small-town field the story made an excellent "human interest appeal" and no doubt helped "sell" the education idea to some backward parent.

Metropolitan dailies require a different sort of story, one of wider appeal. Recently in Los Angeles a night-school course in advertising had been struggling to get its fifteen students. Two sets of news-stories, presenting in interesting fashion the object of the course, appeared in Los Angeles dailies. The course received an immediate stimulus. The publicity cost nothing.

Even religious teachers are resorting to the use of advertising to "sell" their doctrines. Then why not the public school? Appeal to a boy through his ambition to succeed in the world, through his love of sports, to his desire for companionship, or to his insatiable curiosity to know about the mysterious things of the world. Appeal to girls in a different way, and to parents in still another manner.

Colleges are seeing the value of publicity and are establishing "publicity bureaus." One or two high schools in Southern California have publicity bureaus and are getting a surprising amount of news space, even in metropolitan papers. "But these things cost money," you say. You would be surprised how efficiently students have carried on this press agent work for their school with a little direction from their teacher or a little instruction from a neighboring newspaper-man.

Real estate men, movie stars, business men of all sorts use press-agents. Why not schools when they need effective publicity most of all?

**THE N. E. A.
WILLIAM P. DUNLEVY
State Director N. E. A.**

THE life of the teacher has one supreme motive,—progress for his pupils. When the pupils excel, joy fills the heart of his mentor and life seems to offer adequate returns for devotion to a profession. When failure seems imminent no teacher admits defeat until every possible cause for such a misfortune has been studied and every known means to change failure into success has been tried. No one

teacher single-handed can investigate all the circumstances likely to cause failure, neither can he search out all the elements most certain to results in satisfactory achievement.

Here applies the great work of the research department of the National Education Association. Its splendid success is due to the policy adopted by the officers of the N. E. A. and to the loyal support of the organization by the teachers of the United States. The great movement for a national department of education, (opposed as it is by powerful "interests"), must be founded on thorough investigation, must be led by the ablest school people and must be backed up by millions of staunch supporters.

Child Labor Amendment

The crisis of the defeat of the Child Labor Amendment was a challenge to the National Education Association to throw all the weight of its greatness into the fight for the right of the Child to have his youth free and unexploited for training and growth. Defenseless, he must be shielded. Immature, he must be developed. Weak, he must be brought into strength by the gentle hand of the teacher. No greedy exploiter of the children of America shall operate unopposed as long as there are teachers for children. No mere academic opponents of the theory of centralization of government no organization of deluded parents has furnished the large expense funds for the widespread propaganda against the Child Labor Amendment. We shall have to look elsewhere for the motives. Until this matter is settled right the N. E. A. will wage an unceasing warfare.

California

California teachers believe in the N. E. A. and its noble ideals and California still leads all states in support of its projects. Membership counts. We have increased our membership above that of last year and we increased our lead over the other great states which were our nearest rivals. Many California cities have made splendid increases over last year. Some which had a unanimous support for the organization have increased their teaching force but they are still unanimous.

The N. E. A. convention to be held at Indianapolis, June 28 to July 4, 1925 promises to have one of the greatest programs ever presented. California will be entitled to more delegates than last year. Requests for another excursion from California are sufficient to justify the attempt. Announcements about the route, rates and dates soon will be sent out.

THE C. T. A. PLACEMENT BUREAU

THE Placement Bureau of the California Teachers' Association, with offices at Oxford and Center Streets, Berkeley, is clearing house and service bureau in the interests of the schools of California. Due to increased facilities and the wide experience of previous seasons, the Bureau is prepared to render increasingly perfected service to school officials and teachers. Provision is now made for contact with employing boards and other school officials through visits by field representatives.

This Bureau exists in order that qualified teachers may be invited to teach in the kind of positions for which they are trained. The problem of tenure will largely be solved when wiser placement is accomplished. "Excellent teachers who are qualified to render long-term successful service" is the slogan of the C. T. A. Placement Bureau.

The Bureau serves only those teachers who are members of the California Teachers' Association. The \$3.00 C. T. A. membership fee is not for placement bureau service, nor has it any connection with the Bureau. It is only a badge of citizenship in the profession; a passport entitling the bearer to registration with Bureau. The \$3.00 is sent to the central office of the C. T. A. and is there apportioned as follows: \$2.00 to be used in the work of the state association and to apply on the subscription price to the Sierra Educational News (the association's official magazine), and \$1.00 to the section of the C. T. A. in which the teacher is located. This \$1.00 is later used to defray expenses of section institutes and other costs incidental to section council affairs. The \$3.00 C. T. A. membership fee is not a payment for placement service. On the contrary, it is a duty and privilege met by thousands of teachers and principals of the state who are not now and never were registered in the Placement Bureau. It thus is clear that the Placement Bureau is only a service activity within the California Teachers' Association.

In order that the Bureau may be self-supporting, may enlarge its capacity for better work, and may render service commensurate with the dignity of the profession of those whom it serves, a two per cent commission is charged on the first year's salary. The Bureau is prepared to demonstrate to those seriously interested, the reasonableness of this charge.

An Honorable Record

At a recent session of the city and county superintendents of this state, the following resolution was unanimously passed and indicates the high regard in which this group of employing school officials hold the Placement Bureau: "Resolved, that the valuable service being rendered schools of the state by the Placement Bureau of the California Teachers' Association be recognized and commended to the school administrators of California in order that its usefulness may be extended."

As further evidence of the recent growth of confidence in this Bureau, among leaders in secondary education, we can report that 269 different school officials came to the Berkeley office in search of teachers during June, July, and August of 1924. As a result, more than 200 different school systems employed our registrants, some taking one, others taking more. Two or three of the larger city schools employed fifteen or more of our candidates, while a number of the smaller schools each took from three to five.

We believe that the Bureau is entitled to your support, provided of course, it can render you proper service. Such service may be rendered if school officials will continue to assist in the following ways:

1. Notify the Bureau at once of any vacancies that you expect will occur in your field for the next school year. This will not constitute a requisition for teachers but will enable the Bureau to estimate the needs of the field.
2. Urge qualified teachers of your acquaintance who are to be candidates for positions to register with the Bureau now.
3. Always give the Placement Bureau of the C. T. A. a chance to supply you with teachers when vacancies occur, by sending in early notice.
4. When asking that we recommend teachers, describe to us as accurately as possible the type of person required. This may save the candidate, the school district and the Bureau unnecessary expense.
5. Continue to give constructive criticism for the improvement of service to the Manager in charge.

A Word to Teachers

1. This is your Bureau. Use it. Register early!
2. Don't expect much service unless you are available for interviews with school officials.

Summer vacation trips are more enjoyable after the question of position is settled.

3. Expect splendid positions, only after splendid training and successful experience elsewhere.

4. Continue to give constructive criticisms for the improvement of service.

5. Help your fellow teacher to regard the Bureau, as existing in the interests of the Schools of California, including children, teachers, parents, principals, superintendents, boards of education and all the rest.

In conclusion, we respectfully invite all school officials and teachers to work with us for the improvement of C. T. A. Placement Bureau Service. Phone Berkeley 4668.

L. P. FARRIS, Manager.

E. MORRIS COX

FOR many months E. Morris Cox was confined to his home through illness. In recent weeks he had been unable to see even his closest friends. His death came as a shock, however, to thousands of men and women in every part of California. We find it difficult to realize that he is no longer with us. As yet we find it impossible to write of him fittingly or to evaluate in any adequate manner his great service to the schools of California and to the generations yet to come.

As we look back over the years we realize that no man since the days of John Swett accomplished more for the children and the teachers of California than did E. Morris Cox. He was essentially impersonal in his work. He was quiet, unassuming, retiring. He possessed as great mental bravery as any man we have ever known. His keen analytic mind, his fundamental honesty of purpose, his unselfish devotion to any cause that made for community betterment and for civic and social uplift, and his ability to see without bias and to state clearly and forcibly in few words his conclusions and convictions,—all this resulted in making him a splendid citizen, a calm and forceful leader, a teacher and administrator of high ability.

During all the years of his service as president of the California Teachers' Association and the State Council, he showed neither fear nor favor to individual or locality. His alle-

giance was to principle only. Because they had confidence in his judgment and knew he was never self-seeking, the Legislators always gave ear to his advice. Much of the most forward-looking legislation written upon our statute books during the past two decades is the result of the vision and judgment of Mr. Cox.

Mr. Cox was essentially a home man. He lived for his family. The traits he exhibited in his own home were reflected in the lives of the boys and girls who came under his influence. Not only in the schools of Oakland, and those of Santa Rosa, where he spent many years, but throughout the state of California, will the life and work of E. Morris Cox bear fruit for long years to come.

A. H. C.

A RESOLUTION

The following resolution on the death of Mr. Cox was introduced in the Senate Committee on Education on March 18th. Senator Slater, who introduced the resolution was a long time friend of Mr. Cox, the latter at one time having been superintendent of the Santa Rosa Schools of the home of Senator Slater.—Ed.

WHEREAS, Recognizing that in the death of E. Morris Cox the State of California has lost one who was prominently identified for years in the educational life of California, and one who was not only an able and painstaking educator but a citizen of high standing and a devoted leader in all movements for the public welfare; be it

RESOLVED, By the Senate Committee on Education, That we express our sincere regret at the death of Professor Cox and most affectionately extend our heartfelt sympathy to his bereaved wife and family and testify in this manner to our appreciation of Professor Cox's long and faithful service to the State in the various capacities which he filled in the Department of Education.

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JONES-HARRIS CONSTITUTIONAL AMENDMENT

LEGISLATIVE Bulletin No. 2, was recently sent to superintendents, officers of educational organizations, council members and others. As we go to press, A. B. 1120, introduced by Assemblyman Ekward and relating to Tenure, has been recommended out of the Assembly Committee on Education and will come before the Assembly for action at an early date. Superintendent Fred M. Hunter made a telling presentation at the hearing on this bill, March 13, Mr. Hunter being chairman of the committee on Tenure of the National Education Association. Other matters of legislation in both Senate and Assembly are progressing favorably. Bulletin No. 3 will soon appear. Interest now centers on the Deuel Bill, A. B. 1128, introduced by Assemblyman Deuel, and on the Deuel Constitutional Amendment, No. 30.

Deuel Bill Hearing

AT a hearing on the Deuel Bill in the Assembly Committee on Education, March 20, Assemblyman Deuel and Mr. F. J. O'Brien, member of the State Board of Education, appeared as chief proponents of the bill. There were present a large number of school people including President Mark Keppel of the California Teachers' Association; Walter Crane, Chas. C. Hughes, Ida C. Iversen and Mrs. Peck of the Board of Directors; R. L. Bird, president Central Coast Section C. T. A., and other prominent educators including F. H. Boren, Oakland; Genevieve Carroll, San Francisco; Sam Chaney, Willows; A. R. Clifton, Monrovia; W. P. Dunlevy, San Diego; A. G. Elmore, Modesto; James Ferguson, Chico; Anna Fraser, Oakland; Noel Garrison, Stockton; F. F. Martin, Santa Monica; Gladys Moorhead, Los Angeles. Others present included E. P. Clarke, president, State Board of Education; Mrs. Paul Eltel and Mrs. Wallace representing the League of Women Voters and numerous other organizations; Mrs. F. H. Boren, representing the Federation of Women's Clubs; Mrs. Hugh Bradford, state president P. T. A.

Arguments against the bill were made by President Clarke, Superintendent Keppel, Mrs. Eltel, Mrs. Boren, Mrs. Bradford, Mr. Dunlevy, Mr. Garrison, Mr. Ferguson, Miss Moorhead, and others. It was clearly brought out that the Deuel Bill looked toward a division of authority in the administration of the state schools. The proponents argued that there was no division of authority possible under the pro-

posed bill and that there was friction now between the present state board and the superintendent of public instruction. Sufficient support for the bill could not be mustered to recommend it out of committee. On the other hand there were not sufficient votes to table the bill. It was therefore left on file to be brought up at a subsequent meeting.

A legislative conference of representative school people and women's organizations was held at Sacramento both preceding and following the hearing on the Deuel Bill. On the day preceding the meeting at Sacramento a preliminary conference was held in San Francisco in the office of the executive secretary of the C. T. A. Attending this preliminary conference in addition to most of those whose names appear above, were A. J. Cloud and Roy Good of the board of directors; Roy Cloud, president Bay Section; O. L. Hubbard, president Central Section; Claude Sandifur, president Southern Section; H. B. Stewart, president North Coast Section, C. T. A. Additional people present included Dr. E. P. Cubberly, L. P. Farris, Superintendents Gwinn, Hunter, Stephens and Wilson, Mary F. Mooney, Mrs. Jesse Steinhart, Tilman of Oakland and Superintendent Wood.

Preliminary Conference, San Francisco

AT this preliminary conference in San Francisco on Thursday, favorable decision was at first given the principle of the appointive board, and the main features of a bill embodying this principle were agreed upon. Later in the meeting favor swung to the side of the elective board and the committee adjourned to Sacramento for its scheduled meeting. As a result of the Sacramento conference, unanimous approval was finally given the Jones-Harris Amendment with certain modifications. The Jones-Harris Constitutional Amendment, introduced on March 16, as Senate Constitutional Amendment No. 34, and as now amended, proposes an elective board of education and an appointive superintendent. The Deuel Constitutional Amendment provides for the appointment of a state board of education and the appointment by them of a commissioner of education.

Analysis of Jones-Harris Amendment

THE chief features of the Jones-Harris Constitutional Amendment are as follows:

1. The Legislature shall provide for the election at large of a state board of education of nine members, with terms of office not less

than six years, provided that the members first elected shall serve, three for 2 years, three for 4 years, three for 6 years. In case of a vacancy, the governor shall fill by appointment until the next general election.

2. After January 1, 1936, the Legislature may provide for the selection of members of the state board by appointment, if three fourths of the membership of each of the two houses shall vote in favor of such provision.

3. The Legislature shall provide for the appointment by the state board of a superintendent of public instruction who shall hold a credential authorizing him to administer schools in California or who shall present evidence of equivalent qualifications.

4. The term of office of the superintendent shall be four years.

5. The salary of the superintendent is to be fixed by the state board of education. It is provided, however, that the salary shall be equal to that of a justice of the supreme court unless increased by the state board of education.

6. The superintendent of public instruction in office at the time of the adoption of this amendment shall continue for his full term; and the superintendent elected in November, 1926, shall hold office for the full term for which he is elected.

7. The Legislature shall provide for a board of education in each county in the state.

8. The present state board of education shall continue in office until their successors are elected and qualified.

A UNITED FRONT

A United Front

IT is now necessary that all individuals and organizations interested in the development of the schools of California unite to the end that the Jones-Harris Amendment shall be enacted into law. There may be divergence of opinion as to the relative merits of appointive and elective boards of education. No doubt there are minor matters embodied in the Jones-Harris Amendment that some would change or modify.

We are, however, in California, confronted at this time by a most serious situation. For years we have discussed the removal of the office of superintendent of public instruction from the elective field. Now is our opportunity to make the office appointive and to take

the next forward step in educational organization and administration in this state.

This whole matter of a properly constituted state board of education and of an appointive superintendent of public instruction must be discussed on the basis of principle and not in relation to personality. We are fortunate indeed in this state in the recent decision of Superintendent Wood to remain in California. But whoever may be state superintendent, the state school system must be strengthened, and now is the time to carry the matter to a conclusion. Neither the Deuel Bill nor the Deuel Constitutional Amendment should become law. With the support of the entire teaching body, backed by the Parent Teacher Associations, the Federation of Women's Clubs, the League of Women Voters, and all other forward looking groups, the Jones-Harris Amendment should pass both houses of the legislature. The governor has declared himself in favor of an appointive head to our school system. The legislature will adjourn on April 15. All individuals and organizations throughout the state should, in the interval, use every legitimate means to bring to the Senators and Assemblymen in their respective localities, the necessity for passing this amendment by unanimous vote.

Full Text of Jones-Harris Senate Constitutional Amendment No. 34, As Amended

A Resolution to Propose to the People of the State of California An Amendment to the Constitution of Said State by Amending Sections Two and Seven of Article Nine Thereof, Relating to the Government of the Public Schools.

RESOLVED BY THE SENATE, THE ASSEMBLY CONCURRING, That the legislature of the State of California, at its forty-sixth session, commencing on the fifth day of January, one thousand nine hundred twenty-five, two-thirds of all the members elected to each of the two houses of said legislature voting in favor thereof, hereby proposes to amend sections two and seven of article nine of the Constitution to read as follows:

Sec. 2. The legislature shall provide for the appointment by the State Board of Education of a superintendent of public instruction who shall superintend the public schools as defined in section six of article nine of this Constitution. The appointee shall hold a credential authorizing him to administer schools

in California or shall present evidence of equivalent qualifications.

The superintendent of public instruction shall nominate for election by the State Board of Education such deputies and assistants as are needful for carrying out the duties of his office. The term of office of the superintendent of public instruction shall be four years, and his salary and the salaries of all deputies and assistants shall be fixed by the State Board of Education. The salary of the superintendent of public instruction shall be equal to that of a justice of the supreme court, unless increased by the State Board of Education.

The superintendent of public instruction in office at the time of the adoption of this amendment shall continue therein for his full term, and the superintendent of public instruction elected in November, 1926, shall hold the office for the full term for which he shall be elected and with the powers and duties as defined by law.

Sec. 7. The legislature shall provide for the election at large of a State Board of Education of nine members provided, that after January 1, 1936, the legislature may provide for the selection of members of the State Board of Education by appointment if three-fourths of the membership of each of the two houses shall vote in favor of such provision. Such board shall provide, compile, or cause to be compiled, and adopt, a uniform series of textbooks for use in the day and evening elementary schools throughout the state. The State Board may cause such textbooks, when adopted, to be printed and published by the state printer at the State Printing Office; and wherever and however such textbooks may be printed and published, they shall be furnished and distributed by the state free of cost or any charge whatever, to all children attending the day and evening elementary schools of the state, under such conditions as the legislature shall provide. The textbooks, so adopted, shall continue in use not less than four years, without any change or alteration whatsoever, which will require or necessitate the furnishing of new books to such pupils, and said state board shall perform such other duties as may be prescribed by law.

The term of office of each member of such State Board of Education shall be not less than six years, provided that of the members first elected three shall be elected for two years, three for four years and three for six years. In case of a vacancy the Governor shall

fill it by appointment until the next general election. The legislature shall provide for a Board of Education in each county of the state. The county superintendents and the county boards of education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions.

The present State Board of Education shall continue in office as provided under present statutes until their successors shall be elected and shall qualify.

TWO POEMS

Shakespeare

YOU who heard as with a thousand ears,
You who saw as with a thousand eyes
And caught the music from immortal skies;
Still move the world to laughter and to tears,
And spin a riddle with our hopes and fears.
In all these ages none has equalled you
In sounding human nature through and through.

Your beggars, princes, fools and foppish
peers;

Your devils, angels, all in human form;
Your madmen, your philosophers and saints;
Your endless types of mankind promiseth
That faith in God is proof against the storm
Of things that crash upon the heart that faints,

And brings surcease in glorious sleep of
death.

Cheeriness

DO not fail to give a greeting
To the folk that you are meeting.
If you wait another day,
Perhaps your friends have gone away

Do not lose the chance of giving
Love to those who still are living.
If you wait 'till they are dead,
Your heart can give but tears instead.

Do not always be complaining
When you have some days of raining.
If you had no rainy hours
You could not have the gift of flowers.

Do not spend a moment grieving;
Join the souls who are achieving.
Sweet it is in dreams to bask,
But sweeter still to do our task.

Do not pass dull hours beguiling,
Fill them full of cheerful smiling.
Naught can ever take the place
Of just an honest smiling face.

—LEONARD G. NATTKEMPER,
Long Beach, California

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

THE DEADLY MOTOR-CAR MRS. GEORGE WALE

San Francisco

EACH member in the 1194 associations of the California Congress of Mothers and Parent-Teacher Associations has taken up the cry against the reckless and dangerous driver of motor vehicles. This action is in harmony with recent action of their national and state organizations. The latter is co-operating with other local organizations and the women's department of the California Development Associations. At the March 6 meeting at Del Monte strong preventive measures were formulated. Further consideration was given this fundamental matter at the meeting of the executive board at Sacramento, March 10. Mrs. Bradford presided, following her official visits to central California points.

The island of Catalina with 94 members, and Willows with 236 members are among nine new associations, with a total of 540 members enrolled this year. Pre-convention plans are shaping for the annual conclave at Fresno in May. Among those offering important reports will be the historian, Mrs. G. M. Bartlett of Pasadena, who expects all local groups to bring their histories up to date.

The convention season opens with that of the Second District at the Municipal auditorium in Oakland, April 14 to 17 with biennial election of officers. The State will meet in Fresno May 13, 14, 15, in annual convention preceded by executive board meeting there May 12th. No election until next year, when the candidates will be from the South. The plan is to change the name to conform to the National Congress of Parents and Teachers. This latter group will be in convention at Austin, Texas from April 27 to May 1.

NATIONAL CONVENTION

THE annual convention of the National Congress of Parents and Teachers will be held in Austin, Texas, beginning Monday, April 27 at 10 a. m. and continuing through the week with forenoon, afternoon and evening sessions.

Addresses

Addresses will be given by the following well-known educators: Mr. Frank D. Slutz of the Moraine Park School, Dayton, Ohio; Dr. Henry Neumann of the Ethical Culture School, New York City; Mrs. Helen T. Wooley of the Merrill-Palmer School, Detroit, Michigan; Mrs. Cora Wilson Stewart, founder of the Moonlight Schools and chairman of the N. E. A. Illiteracy Committee; Mrs. Cornelia James Cannon, author of many much-discussed articles in the Atlantic Monthly.

Special Features

Monday evening, April 27, Banquet at Hotel Austin. Addresses of welcome by distinguished guests; stunts by Cowboy Club of the University of Texas; Grand March. Thursday, April 30: Round Table Day—There will be round tables on, high school P. T. A.'s, country life, mental hygiene, recreation, motion pictures, spiritual training, home efficiency, social standards, social hygiene.

The following conferences will be held: presidents' conference; conference for men delegates; publicity conference; delegates' conference on local leadership in the various types of local associations.

Luncheons: April 28, Publicity Bureau; April 29, Press; April 30, Conference; May 1, Presidents.

Drive, reception at the Executive Mansion; May Day Stadium Exercises by the school children of Austin; Presidents' March; tree planting.

"It should be a community responsibility to prevent premature wage-earning, and to keep children in school."

—Mrs. Henry Case, Chairman California State Committee on Juvenile Protection.

VISUAL EDUCATION IN SAN DIEGO CITY SCHOOLS

HENRY C. JOHNSON, Superintendent

Use of Visual Aids

A VISUAL Instruction Center was established in 1923 for the purpose of selecting, organizing and distributing the best types of illustrative materials to the schools. This Center is now maintained as a branch of the City School Library, which occupies an entire building. Ideally located on the former exposition grounds, which are now the mecca of many interesting and instructive excursions for both children and adults, and surrounded by the Natural History, Fine Arts, History of Man and other museum buildings, and the unique Zoo, the Visual Education Department aims to become one of research and production as well as distribution. Curators and research workers of the Balboa Park Museums cooperate with the schools throughout the year and have liberally contributed many specimens and exhibits and provided guides for the classes which go to the museums with their teachers.

(1) Types of Visual Aids at Center.

	Inventory
Motion picture films	
(practically all films are rented).....	6 reels
Lantern slides	3,890
Stereoscopic views	1,261
Pictorial views	3,300
Mounted pictures and photographs.....	1,500
Industrial exhibits (boxed).....	20
Nature study specimen boxes.....	50
(prepared and labeled by geography supervisor).	
Costume dolls	15
(dressed by children).	

(2) Other Equipment: 1 DeVry portable motion picture machine; 1 Acme semi-portable motion picture machine; 1 Spencer Delineascope and Trans-Lux Daylight Screen; 2 Bausch & Lomb stereopticons; 1 Bausch & Lomb balopticon; 1 S.V.E. Picturol lantern.

The above equipment is loaned to the schools upon request and is also used in giving instruction in operating of machines and for demonstration lessons for teachers. Such instruction is given to individuals or groups of teachers in a large room at the Center which is equipped with a fire-proof booth, motion picture screen and dark window curtains.

(3) Activities of the Visual Education Department.

Photographic Section

A dark room is fitted up with a complete line of photographic equipment for the production of photographs and slides.

Selection of Visual Aids

An index of the units of subject-matter for each grade, prepared from the course of Study, is on file at the Center. It is used as a guide in purchasing new material and in selecting

the rented films. Visual aids are chosen to supplement and not duplicate texts. Special requests and suggestions from supervisors, principals and teachers are utilized whenever possible.

Method of Distribution

With the exception of motion picture films, which are rented for definite periods of time, all other visual aids may be ordered by individual teachers and delivered at any time during the school year. Request cards are filled out by teachers and submitted to the principals, who turn in to the Central Library requisitions for books and illustrative materials each week. School trucks deliver new orders to the buildings and pick up and return books and materials which have been used. Teachers and principals are privileged to call for materials which they desire to use before the regular delivery may be made. Library methods of checking distribution are used.

Motion Picture Films

(1) Selection and booking.

Before the opening of each semester, films are previewed by the Director of Visual Education and some supervisors and teachers in the various exchanges. Referring to the index of the units of subject-matter, definite bookings are made so that films are available for the various grades at the time in which they are studying the subject which the film illustrates. Grades and subjects are alternated so that distribution is equalized as well as possible so that no one grade or department receives all of the films. Two film schedules are drawn up and printed, one for the elementary schools and one for the junior and senior high schools. The elementary schedule rotates the grades in consecutive order and the high school rotates the different departments. Each schedule indicates the name of the film subject, the dates of the film booking and the grades or departments for which the film lesson was chosen.

Requests for additional films may be met for special department assemblies or when other films are needed to illustrate a particular subject or program.

(2) Printed Information Distributed to Teachers.

Film Schedule

Large printed film schedules are posted on a special bulletin board in each building, showing films and dates of booking for each semester.

Descriptive Catalogue

A motion picture catalogue, describing briefly the content of each film booked is compiled by the Director of Visual Education and distributed to individual teachers at the beginning of each term.

(Continued on Page 259)

VACATION TRAVEL FOR 1925

The Summer Meeting of the N. E. A.

JUNE 28th to July 4th are the dates of the great annual summer gathering of the N. E. A. This year Indiana's capital is to be the rallying place of the school people of America. The meeting is particularly significant in view of the increasing interest of state governments in educational affairs. The Middle West is striding forward with marvelous strength, in all lines of school progress. The Atlantic seaboard is still so heavily saturated with recent foreign immigration that education lags there.

The summer meeting will afford an opportunity to many teachers throughout the country to become personally acquainted with the capital city of a great American State. Hoosierdom is the home of the "Schoolmaster." Indianapolis is a beautiful and historic political metropolis and is rich in tradition.

Complete detailed announcement of arrangements for the California delegation will be announced later. California leads the nation in her N. E. A. membership, far outstripping all other states. She will have a "banner" delegation at Indianapolis.

European Travel

NINETEEN TWENTY-FIVE is proving to be a banner year in the volume of European travel. As the summer-time approaches, great numbers of teachers make final plans for their trans-Atlantic exodus. The Sierra Educational News has already published extracts from the correspondence of Californians now in Europe, and has knowledge of many who are planning summer-study tours.

The study-travel plan for school people now has recognized status. Vast extension of travel facilities and conveniences makes it possible for people on modest salaries to enjoy some of the inestimable benefits which come from travel in other countries.

People who live more or less methodical routine existences, such as teachers necessarily do, should avail themselves of every opportunity by means of travel. This "getting out of the ruts" may range all the way from an afternoon pedestrian trip to a round-the-world tour. Most of us need the stimulus and vivid contrasts that are to be found by going to other lands or places. The genuine educational values of such excursions are now being given adequate recognition. City school systems, colleges, and universities, are giving substantial credit for travel-study. It is a wholesome symptom of a new order and a wider vision in our modern educational program. An unusually fine range of personally conducted travel tours is offered for the summer of 1925.

Three Trans-Continental Routes

MANY teachers and other travelers will cross America this summer by one of the three famous trans-continental highways: (1) the "Sunset" route; (2) the "American Canyon" or Overland route; or (3) the "Shasta" route. Each has its beautiful and distinctive features.

The Sunset route reaches in a magnificent

semicircle through the South and the Southwest—across Louisiana, Texas, New Mexico, Arizona and California. The traveler along this balmy trail finds himself traversing one of the most picturesque regions on the continent, most varied in scenery. It is a new and an old country—new in development, centuries old in history and tradition. It is the oldest part of America.

The American Canyon route, via Ogden, follows the course of the tide of "Yankee" civilization that swept out to California in the Golden Days, over seventy years ago. The pioneer usually chooses the easiest route; the train now follows his trail. This is one of the great natural highways from West to East. To ride over it in well-appointed trains, is an epochal contrast to the painful trails of the men who wrested the country from the Indian and the buffalo. The "Overland Limited" is one of the fine trains of the world. Stage-coaches once plodded where its mighty wheels now thunder.

The Shasta Route, from Portland, Oregon, to San Francisco, traverses a wonderful region. Excursions to Mount Shasta and to the numerous mineral springs, trips among the pines, mountain climbing, hunting and fishing, are among the attractions of the noble Shasta region.

The Southern Pacific Railroad is steadily improving its service. It is a huge system, one of the largest in the world.

The Grand Canyon

GRAND CANYON NATIONAL PARK is located in northern Arizona. It is one of the scenic marvels of the world. It is a convenient rendezvous for the wonderland of the Southwest. Within a day's ride by auto or saddle are the reservations of the Hopis, the Supais and the Navajos. In that magic circle are petrified forests and painted deserts, also relics of prehistoric cliff and cave dwellers. The summer traveler may climb to the summits of snow-tipped mountains. He may crawl in the depths of canyons profound. You see Indians on their ponies, racing home. You glimpse a solitary camp fire. You hear the far-away howl of a wolf and the nearer yelp of a coyote. A sand-storm engulfs you for the moment. For you yucca and cacti open their timid flowers. It is all so new and so old, so unlike the ordinary days. The Southwest is indeed a land of rich experience for anyone whose spirit is turned to the desert, the mesa and the canyon. Every summer, over the Santa Fe Railroad, thousands of teacher-tourists throng to the brink of the Grand Canyon.

A Fine Train

ONE OF America's fine trains is the "North Coast Limited," which carries one luxuriously through the very heart of the Pacific Northwest. It is the Yellowstone National Park line, and traverses two thousand miles of startling beauty. The trans-continental trip from Seattle to Chicago is made in seventy hours. The "North Coast Limited" is renowned for its sump-

tuous cars, excellent food, smoothness of operation, and harmonious decorations. N. E. A. delegates can plan an educational circle tour by way of the Pacific Northwest, via the Northern Pacific Railway.

Canadian National Railways

HIS year many teachers will travel on the Canadian National Railways, "the new way through the Canadian Rockies," to Jasper National Park. This comprises 4,400 square miles of giant peaks and crystal lakes in the heart of the Canadian Rockies, with delightful stop-over available at Jasper Park Lodge, superbly situated on beaver-populated Lac Beauvert, and facing glacier-clad Mt. Edith Cavell. A distinctive train-window feature is Mt. Robson, highest peak in the Canadian Rockies, where those of harder nature may find excellent accommodations.

Optional routing available at no extra transportation cost adds 600 miles of delightful sheltered sea travel through the famed waters of the "Inside Passage" to the borders of Alaska. Further optional routing is available taking in the Great Lakes and the famous Thousand Islands. Direct sleeping-car service Jasper National Park to Toronto or Montreal or to Chicago for those attending the N. E. A.

If a Pacific Coast holiday is desired the Triangle Tour, embracing the "Inside Passage," Jasper National Park and Canadian Rockies, affords the ideal movement, with a side trip to Skagway available. Full particulars of Canadian National service are available at 689 Market Street, San Francisco, or 503 South Spring Street, Los Angeles.

The Electrified Trip

THE world's longest stretch of electrified railroad is boasted by the Chicago, Milwaukee and St. Paul Railway. On this magnificent transcontinental line are 650 miles of electrically operated road. This project, its equipment, and its operation, represent without doubt the most progressive step ever undertaken in the development of transportation by electric power.

Scenically, this entire region is one vast expanse of rugged grandeur. The towering monoliths of the mountains, the color-washed walls of the canyons, and the tangled skeins of the rocky streams, by turns impress, and awe, and delight the eye. Many a traveler has remarked that not even the storied Alps create a vista more magnificent, more beautiful or more inspiring.

Many teachers and students in planning their summer vacation trip arrange a circle tour East or West, one sector of which is on this comfortable and scenic railway. It traverses one of the world's most picturesque countries.

Geography—or Scenery?

WHAT a relief from two semesters of mere geography there is in a few hundred leagues of real scenery! Those who are now planning their trips East, or to the N. E. A. convention, or even to Europe, are already scanning the continent's opportunities in

thrilling scenery along the way. For those who can break away from the conventional routes and add a couple of days to their journey, there is a wonderland to be discovered in that vast region of upflung mountain peaks and hanging glaciers, of forests redolent with the scent of northern balsam, or mirror lakes and rushing green-white streams that lie along the route of the Canadian Pacific as it crosses or skirts the four National Parks of the Canadian Pacific Rockies.

Leaving Vancouver on one of the four daily trans-continental trains, the main line leads through 500 miles of scenery such as can be found nowhere else on earth. A pleasant meadow-like country, reminiscent of England's parks, is a brief prelude to the gigantic fairyland of snow-crowned peaks that lies a few miles beyond. It is well to break the journey across this scenic wonderland, as night falls, at the station of Sicamous. Here is a comfortable Canadian Pacific hotel, almost overhanging the forest-clothed shore of the lake. After the night's stopover at Sicamous, one spends the following daylight hours of sight-seeing in self-congratulation. To have ridden through these Canadian Alps at night, staying awake to catch vain glimpses of the moon-glint on the glaciers and to hear the roar of waterfalls in unfathomable canyons would leave one with the sense of magic beauty unobserved.

As the next evening approaches, a few miles before reaching Banff, the train passes Lake Louise. Here, on the margin of a perfect turquoise lake, the Canadian Pacific has built the beautiful chateau Lake Louise, in one of those wonderful Alpine flower gardens in which the Rockies abound.

But if you stop at Lake Louise, remember that Banff—resort of notables the world over—is still ahead. And at Banff there is the famous Banff Springs Hotel, with an 18-hole golf course along the Bow River's banks, with hot sulphur springs and bathing pools, with ever-changing views of the mountain peaks that closely encircle the little valley, and with accommodations that have become famous throughout the world. Nearby, too, are charming brown-and-beige bungalows with blue curtains, spotted at the edge of a lake with, perhaps a far-off glacier framed in the rustic window. Geography? This is scenery!

Glorious Yosemite

CERTAIN beautiful places have no duplication on the planet. There is only one of the kind. Such a place is Yosemite. Every teacher in California,—indeed every Californian,—sometime should visit this unique valley.

The Yosemite Valley Railroad offers a comfortable, convenient and scenic all-rail trip to the entrance of Yosemite National Park. The fare is \$13.50 from Merced to Yosemite and return. It follows the tortuous course of the Merced River, winding ever upward until it reaches its climax in the wonderful Chinquapin Falls at El Portal, the Park entrance. There are two trains daily at El Portal. Direct connection is made with auto-stages of the Yosemite.

(Continued on Page 265)



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

C. T. A. Membership Campaign

AN active post-convention membership campaign is making good progress throughout the sections of the C. T. A., according to reports from the field. Many schools are reporting 100 per cent C. T. A. membership. In numerous instances the teaching staff is 100 per cent in C. T. A., N. E. A., and local associations.

The following instances, taken at random, will serve to indicate the general interest in the campaign.

Fresno County.—We have reached the goal for which we have been striving in the way of C. T. A. memberships. Every one of our teachers had a paid-up membership in the C. T. A. before the Central Section met at Fresno. I feel that every city and county superintendent should make a strong and persistent effort to reach the goal. If all our teachers realized and appreciated what the C. T. A. has really done, no urging would be necessary.

E. E. HOUGH,
District Superintendent of Schools.

Gonzales Union High School. The teachers are 100 per cent in both the C. T. A. and the N. E. A.

BERT M. CARNER,
Principal.

Hermosa Beach.—The four years I was at Santa Paula and this year at Hermosa Beach our teachers have belonged 100 per cent strong to the C. T. A.

CHAS. D. JONES
District Superintendent of Schools.

Lincoln School, San Francisco. Staff, 16 teachers and one principal, 100 per cent in C. T. A., N. E. A., and Grade Teachers Association.

MARTHA A. WATSON,
Principal.

Thomas A. Edison School, Santa Ana. Has 100 per cent both in C. T. A. and N. E. A. This school was third in the county to become 200 per cent this school year, and filled its quotas before December, 1924.

MRS. NELLIE M. SMITH,
Principal.

Santa Barbara City has 100 per cent membership in the N. E. A., C. T. A., County Association, and City Association. I shall be glad to use my influence to push the matter . . . to secure greater enrollment in other places.

PAUL E. STEWART,
Superintendent of Schools

Yolo County.—All teachers are members of the C. T. A. This is the first time that Yolo county has had this proud distinction.

HARRIETT S. LEE,
County Superintendent

Physical Minima

Jefferson City, Mo.

DEAR Editor:

In the physical examinations that we are giving to the high school Juniors and Seniors who are trying for the Missouri State Letter, only five or ten per cent are able to pass the physical examination. The commonest defects are forward head, drooping shoulders, flat chest, flat feet, hollow back, one low shoulder, spinal curvature, acne, and enlarged and diseased tonsils.

We are trying to improve these conditions radically, but it is going to be difficult for a teacher to teach correct posture if she does not herself maintain it, or to encourage pupils to overcome their physical defects if she has not overcome hers.

Is there not a certain physical minimum that we can and should require of all students of education? It would seem to me that this minimum should at least include the following:

1. Knowledge of the common laws of health, such as we are requiring of all pupils in the public schools.
2. The discovery and overcoming of her principal physical defects, including care of the teeth.
3. A presentable self-respecting posture.
4. A motor age of at least ten years.
5. A moderate skill and ability in one or two forms of sport which are likely to be continued after school days are over.
6. Inasmuch as the badge test is a part of the regular work in the schools, all students should be expected to meet these requirements.

Very truly yours,

HENRY S. CURTIS,
Director Hygiene and Physical Education
State Department, Education Physical
Education.

Retirement Salary Notice

DEAR Mr. Chamberlain:

The Teachers' Retirement Salary Fund Board has been numbering the teachers of the state in order to establish their identity and so enable us to post dues to the right account and to the credit of the right teacher when duplication of names occurs or when they move from county to county.

It would help us a great deal in delivering numbers to the teachers if it could be made known to the teachers by publication in the Sierra Educational News that those teachers who have not yet received numbers and who were teaching in California in 1922-23 can obtain their numbers on a professional identification card, bearing the seal of the State of California, by applying to the superintendent under whom they taught in 1922-23, or by writing to this office, giving name, address, and name of county in which employed in 1922-23, if the superintendent has returned the card to this office.

It might also be noted that teachers not employed in 1922-23, but who have taught in California since, eventually can get their cards from the superintendent under whom teaching subsequent to June 30, 1923 was begun, but it may be six months or more before the cards for such teachers will be ready.

Very truly yours,
WILL C. WOOD,
Sec'y. Teachers' Retirement Board.

\$2,000 by 1928

THAT the minimum salary of every teacher in the Bay Section should be \$2,000 in 1928, is the campaign slogan proposed by President Roy W. Cloud, at a meeting of the Bay Section Council, C. T. A. He urged a thorough-going campaign for adequate salaries, and pointed out that because of the high quality of the educational and moral service which is required of teachers, the goal is modest.

President Cloud has launched a campaign that is of interest to teachers throughout the State. The children of California and of America are worthy of well-qualified, carefully-selected, and broadly-experienced teachers. Such teachers are not cheap. The public has learned the folly of cheap doctors, cheap lawyers, cheap engineers. Such are extravagant delusions, like shoddy furniture. We must not have shoddy teachers. The children are the ones who suffer from mediocre and inferior education.

Visual Education at Huntington Park

DEAR Editor:

I want to express my appreciation for the splendid digest of information concerning Visual Education. This is one of the finest things that the Sierra Educational News has ever done. It must have been a big job, but the results will be worth your effort. The Huntington Park Grammar Schools will profit immeasurably by this information. We have had to grope along without much aid, but have done our best in our pioneer work. At present we have a DeVry motion picture machine in each of our seven schools, also Balopticons for slides. Our schools are all well-equipped with stereopticons, wall pictures, actual material of all kind, —in fact, every sort of recommended device used in visual education work.

We have spent something over \$1,000 annually, for several years, for this work. So you see why this enlightening article you have given us appeals to me. The methods of presenting the work was especially helpful. In our schools

we schedule our motion pictures for the various buildings far enough in advance to permit preparation for the picture by the classes. The films make their regular rounds daily to the different schools, each school expecting to receive one weekly. Special rooms are equipped and darkened for this purpose. I believe we are fortunate over practically all the schools reporting to you, in that we seem better equipped and have a more complete program arranged.

Sincerely,
W. L. STUCKEY

A Tribute

DEAR Editor:

Your admirable "Visual Education Number" is the most extraordinary collection of data on the subject of educational films that has ever come to my attention.

In my volume on "Motion Pictures for Community Needs" I summarized about all that was known of the practical side of visual education at the time (1921). You have carried the story right up to date; and you have done a mighty fine job.

We, who are struggling with the great mechanical, economic, legal and administrative problems relating to visual education, read, with a glow of satisfaction, your reports of tangible results. You have done a very great service to all who wish to put the motion picture to work for the cause of more and better education.

Very sincerely yours,

HENRY BOLLMAN, Secretary,
The Motion Picture Chamber of Commerce of America, Inc. (Non-Theatrical). New York City.

A Progressive School

DEAR Mr. Chamberlain:

We are a new school, with a new name. The district has changed its name from Delhi to Hawthorne and our school is the Thomas A. Edison school, erected last fall.

We have a radio and enjoy the history and geography lessons broadcasted. Our picture machine, with lantern slides, was bought by the school children. Our fine live P. T. A. has forty members, actively engaged in helping our school and also furnishing milk and clothing for the Mexican school in our district. Last but not least, a Baby Band from our first grade has appeared in uniform to help raise money to pay for our picture show films.

I must tell you that we teachers never fail to get from the Sierra some fine suggestions or some lesson verbatim for ourselves, and generally some good help for our curriculum or assembly. It was through the C. T. A. magazine that we got the idea of our radio. The whole district is very proud of it. Offers have been made of radio outfits from several homes for our use.

Yours very truly,
MRS. NELLIE M. SMITH,
2056 Orange Avenue,
Edison School, Santa Ana.



EDUCATIONAL LITERATURE

Abou Ben Adhem

A Recent Writing

ABOU BEN ADHEM, an administrator, Worked on his class assignments somewhat later

Than he was wont; when, looking up, he saw
An Angel writing in a Book of Law.

"What writest thou?" asked Abou, who was wont

To put his questions in a manner blunt.

The Angel said, "My love of children all
Makes me reward the men who keep their
classes small."

Abou dared not to ask concerning his own name,
But said, "Our buildings are the best, equipment
is the same."

The Angel vanished. Clutched in Abou's hold
Quivered a page inscribed in letters bold:

"Who suffers forty children in a class
There is no way to Heaven that he can pass."

—LAURA B. EVERETT,
Berkeley, Calif.

Travel for Teachers-in-Training

NORMAN FENTON of the Tempe, Arizona, Normal School, has made an investigation of travel opportunities for teachers-in-training. Data were obtained from 123 teacher-training institutions throughout the United States. A preliminary note specified that trips of athletic or debating teams, musical and other organizations were not to be included in the study. Only visits to factories, places of geologic, scenic, historic or industrial interest and other outings in connection with the curriculum, were to be considered.

"It is surprising to find 21 normal schools (or teachers' colleges; the term normal school will be used to mean either) still utilizing no extra-campus teaching or demonstration mediums," states Mr. Fenton. With all recent emphasis in educational theory upon the real and concrete in education, for teacher-training institutions still to make little effort toward giving such concrete experience is indeed unfortunate.

Although only five schools reported so specifically, it is probably more widely true that extra-campus exercises are optional with the instructor. One man may come along with a hobby for field trips and arrange for many such exercises, another without this bias overlooking them entirely. Just here is the need for constructive planning. Despite wide variation in local situation, there should be a common purpose throughout teacher-training institutions which would aim to bring about greater utilization of the surrounding community in connection with the course of study.

Schools near the state capital, near famous landmarks, unusual and rare industries, agri-

cultural or industrial features local to the vicinity of the school, should feel the compulsion of theory and practice in making them utilize these opportunities in their instruction. It is too serious a matter for chance or instructor's option to be the sole sanction. Our theory in this connection is far beyond our practice. We no longer believe that books are the sole sources of learning or even the best, but we still adhere largely, even when unnecessarily, to book instruction. Future teachers should certainly have much more than mere book learning, for many of the most vivid touches in their later teaching will come from concrete experience.

Sonoma Directory

SONOMA COUNTY has issued a 1925 school directory that appears to be the best and most complete directory of its kind in the West. It lists, in convenient tabular form,—district, trustees, address, number of pupils, cost per child, teacher, grades, professional training of teacher, salary, phone, address. An admirable administrative department is being developed, including general and special supervision, attendance, and school nurses.

It would add greatly to the value of county directories if all private, parochial, and Oriental language schools were also listed. Furthermore, a list of the various private agencies, doing educational work in the county, would be of interest.—Boy Scouts, Campfire Girls, etc. The county school directories could easily become of wider educational value.

Professional Credit for Travel

THE teacher with initiative, who plans and does successful travel-study, merits professional credit. Travel is a valuable educational asset. A Michigan teachers' club (Highland Park), has worked out a good plan for crediting teachers for travel.

The plan is not perfect, but a good start has been made, and it may serve as a basis for more scientific study of the subject. The central question was, "How can the travel of teachers be evaluated by reducing it to the same terms as summer school work?" The committee attempted to find out how a given trip could be reduced to university credit hours. The plan adopted is as follows:

1. Crediting of teachers' travel is administered by a Commission on Credit for Travel, members of which are appointed by the superintendent, for a term of three years.

2. Committee receives applications for credit and evaluates the trips in terms of university hours. It then makes recommendation to the superintendent, who usually approves the recommendation of the Commission, but is not bound to do so.

3. Application for credit is made in writing. The teacher describes, in detail, the trip made.

The trip is then scored on the following points:

	Max. Value
A. ACADEMIC VALUES—	
1. Historical	10%
2. Physiographical	10%
3. Industrial	10%
4. Social	10%
B. PROFESSIONAL VALUE—	
1. Relation to subject	10%
2. Educational institutions visited	10%
C. CULTURAL VALUE—	
1. Painting	8%
2. Sculpture	8%
3. Music	8%
4. Architecture	8%
5. Literature	8%
	100%

4. The following have been accepted as standard trips:

GROUP 1—New York, Washington, New England, St. Lawrence. Base—4 to 8 hours.

GROUP 2—Pacific Coast, Rocky Mountain District. Base—8 to 18 hours.

GROUP 3—Europe, South America. Base—16 to 36 hours.

(The number of hours taken as base varies according to the time spent, usually the number of hours corresponding to the number of weeks' duration of the trip.)

5. To compute the number of hours allowed for a given trip, take the base obtained in Par. 4 and multiply by the percentage obtained in Par. 3. Fractional parts of hours are disregarded.

6. No credit is allowed for trips made more than five years previous to the time of application.

7. The applicant is allowed \$4.00 per hour. This amount becomes a part of the teacher's aggregate salary and she receives it as long as she remains in the system.

My Prayer

DEAR LORD, I do not ask a lofty place
Upon Thy left hand nor upon Thy right,
I do not wish to gain the ruler's might;
No, Lord, just let me rest before Thy face
Low on the turf. Let Thy redeeming grace
Be my reward; then when the darkening night
Engulfs my weary soul, the sacred light
Of life well-spent may save my pathway trace.

If it be best for me to drain the cup,
For me to know that Thou art near is all
I ask. Keep Thou the crown, the stars, or give
Them to some needy soul. Just let me sup,
Break bread with Thee in peace when night
doth fall:

Till then, oh Lord, I'd serve mankind and live.

—PROF. LEO. G. SCHUSSMAN,

State Teachers' College, Arcata, Calif.

Educational Measurement Review

THIS is a novel venture in educational journalism. It contains no original articles or technical discussions, but gives, in each issue, the substance of 20 to 30 educational investigations published in other magazines, books, and pamphlets. It is the current survey of what's doing in educational measurement and

guidance. The material is written in clear, concise, and interesting form; it is humanized; that is, stripped of technicalities, mathematical formulae, etc., and brought to a level which makes it readable and of practical use to any person who is interested in test and measurements.

The Review is sponsored by the Southern California Educational Research Association, with the co-operation of psychologists and research workers elsewhere. Subscriptions and communications will be received at the publication office, 716 Westlake Professional Building, Los Angeles.

What People Are Doing. Stories and Sketches. By Nellie B. Allen and Edward K. Robinson. Illustrations by Marguerite Davis. 30 p., paper covers; with tracing paper. Ginn & Co. 1924. 44 cents.

A charming action-book of little stories and picture outlines, to accompany or follow lessons in geography. Language exercises, drawing and coloring exercises, are provided. It is a simple and effective device along geographic lines, by which children can re-enforce their visual images with motor images. These motor activities stimulate mental processes and clarify mental images. This helpful book is in line with progressive education.

Procedure in High School Teaching. By Douglas Waples. 346 p., il. Macmillan Company. 1924.

The material in this competent manual is grouped in unit-exercises. These present a wide range of classroom problems. Specific information and guidance is furnished, toward the solution of these problems. Dr. Waples is assistant professor of secondary education in the University of Pittsburgh. This volume is one of the American Teachers' College Series, edited by Keith and Bagley. It represents "the most thorough-going and successful effort that has yet been made, to apply the accepted principles of teaching to the problem of teaching prospective teachers how to teach."

The problem method has been cleverly and effectively used by Dr. Waples, and the volume is replete with stimulating and zestful queries. This text is one of the many indications of the rapid and general reorganization, not only of our curricula but of our whole technique and philosophy of instruction.

The problem approach is not new; it was used by Adam and his sons; but it is given a new meaning and validity by the technique of modern science.

Teaching Agriculture. By James B. Berry. In New World Agriculture Series. Edited by W. J. Spillman, 230 p., il. World Book Co. 1924. \$2.00.

During the past decade many books have appeared dealing with the science and art of teaching, several of which have been in the specialized field of vocational education. "Teaching Agriculture" deals with the analysis of the teaching activity in its relation to the learning process. It recognizes the development of ability to think purposefully as the main objective of all teaching, and the discussion of methods is to this end. In other words, the acquiring

of facts is subordinated to the intelligent use of facts in the solution of life problems. The teacher is given a clear working knowledge of the methods useful in making his teaching effective. The author points out the failures resulting from the improper use of the teaching methods, and shows how these may be avoided. He shows the teacher how to make certain he has taught what he thinks he has taught by means of pupil activities in the solution of real problems of the farm and community.

A portion of the book is devoted to the principles which underlie the selection of the subject matter to be taught, and practical applications are developed. The last chapter points out the duties, responsibilities, and ideals of the teacher of agriculture. A series of appendices adds greatly to the practical value of the book. It includes such helpful material as an outline of the teacher's plan of work, a community survey form, a reproduction of the Massachusetts Life History folder, and a Record Sheet of Farm Enterprises. A glossary and index complete the book. "Teaching Agriculture" will be of help to teachers of agriculture and of practical arts in high schools and colleges, but more particularly to teachers of vocational agriculture. However, it embodies a teaching procedure which offers fruitful suggestions to teachers of academic subjects and science.

Good English. In speaking and writing. By Nell J. Young and Frederick W. Memmott. Fourth, fifth and sixth grades. 3 vols.; about 250 pp. each. Il. D. Appleton and Company. 1924.

Abundant material for the teacher, guide posts, directions, and methodological data are provided in this series. It should stimulate the good teacher and prop up the poor one. Good English is a fundamental skill, and this text is thorough in its craftsmanship.

The Distribution of Physicians in the United States. By Lewis Mayers and Leonard V. Harrison. 197 pp. Il., paper covers. General Education Board. 1924.

Community health service is of equal importance with community educational service. The physician stands by the side of the schoolman. Some of humanity's greatest souls have been both healers and teachers. Mayers and Harrison have produced a sound monograph, dealing particularly with the problems of rural medical service. The country child has as much right to a strong, healthy body as he has to a good education. Many rural children get neither.

Private Schools and State Laws. Compiled by Charles N. Lischka. 220 pp.; paper covers. National Catholic Welfare Conference, Bureau of Education, Washington, D. C., 1924. \$1.00

This is a valuable reference manual for all workers who have to do with educational legislation. It contains the text, as well as a classified summary, of all the state legislation governing private schools, all the statutes and decisions concerning Bible reading in public schools, about two dozen federal and state cases, and some specimens of decisions by state superintendents. There are cross-references throughout, and an extensive alphabetical index. The

court decisions cited are on such topics as "The Right to Teach," "Compulsory Education," "Public Funds for Private School Purposes," "Parental Rights," "Compromise Plans," etc.

The collection of Bible cases here presented is the only complete one extant. It is included because the question of Bible reading in the public schools involves such fundamental issues as the application of public funds for sectarian purposes, equality before the law, religion in education, the separation of church and state, the freedom of conscience and of religious profession and worship.

This is the first compilation of the actual source material on the much-agitated question of private school legislation. The average intelligent person is now enabled to determine for himself what is the exact legal status of the private school locally; what is its approximate status nationally; what is the general doctrine of the courts concerning the educational rights of the parent and the child, the individual and the corporation, the Church and the State; and what are the reasonable prospects for the future of the private school. Mr. Lischka has made an accurate and helpful compilation.

The Project Method in Classroom Work. By E. A. Hotchkiss. 528 p., Il. Ginn and Co. 1924.

Now that the project method seems to have come to stay, many teachers are asking just what a project is, what its real value in the educational system is, and what kinds of projects have proved successful. The person well fitted to discuss these questions with authority is someone who knows intimately the point of view of many teachers as well as of a large number of pupils. Mr. E. A. Hotchkiss, recently president of Teachers College, Kansas City, is familiar with all sides of the problem through his classroom instruction of students preparing to teach, and through his directing and supervising of the practice teaching on the part of these students in many schools and under various conditions.

The first part discusses the fundamental principles underlying all learning, and shows how the project in its best form accords with these principles. The second part gives detailed reports of projects of various types which have actually been worked out with success in the classroom. From start to finish the reader is aware of the underlying importance of the great project—the training for citizenship in a democracy.

Medical and Sanitary Inspection of Schools. By W. S. Newmayer. 462 p., Il. Lea and Febiger, Philadelphia. 1924. \$4.00.

This medical handbook is designed for health officers, physicians, nurses and as a reference work for teachers. Dr. Newmayer is supervisor of school medical inspection, Philadelphia, and has had twenty-four years experience in this field. In addition to the material customarily found in treatises of this sort, he has included a chapter on mentality, covering the treatment of the mental defective, etc. There is also a valuable section on child labor. One gets the impression that there is evidently much child

labor in Pennsylvania. The book is profusely illustrated, with a number of colored plates, and is a standard reference manual.

Story Hour Readers. Revised. By Ida Coe and Alice J. Christie Dillon. Adapted for grades one to three. II. American Book Company. Primer, 60 cents; Book One, 60 cents; Book Two, 72 cents; Book Three, 76 cents; Teacher's Manual, \$1.00.

All the romance of Old Mother Goose and her fanciful children, together with the fairies, the goblins, and the elves, is contained in this series. Humpty Dumpty, the Queen of Hearts, the Three Bears, and other famous childhood folk-tale heroes become everyday playmates and intimate companions of the primary pupils as they read about them, quote their quaint sayings, play their games, and act their parts in little schoolroom dramas. Attractive, colored pictures abound.

This series has been prepared so that the Idea method of reading may easily be taught. Pupils are led to read complete lines and phrases rather than individual words. A long eye span, important for silent reading purposes, is early developed. Excellent teaching equipment composed of seat work cards, perception cards, and a chart accompany these readers. Seat work cards and perception cards accompany the Primer. Perception cards supplement Books One and Two, together with chart for first year work. Complete directions for the use of this material, and suggestions for interesting word games and dramatization of the lessons are contained in the teacher's manual, which covers the work of all four books.

The Decroly Class. By Amelle Hamaide, translated from the French by Jean Lee Hunt. 318 p. II. E. P. Dutton & Company. 1924. \$2.00.

This contribution to elementary education is a study of the work of Dr. Ovide Decroly, who is regarded today by many as the greatest contemporary educator in Europe. Amelle Hamaide is a collaborator of Decroly's. Her use of the Decroly method in a Brussels grammar school is noteworthy. The book is published with the co-operation of the Belgian Educational Foundation. The preface is written by Professor Claparède, child psychologist, University of Geneva.

The life work of Dr. Decroly and the principles underlying his scheme for a more effective and practical type of education in the elementary school are discussed. It is a book of interest to the students of the newer ideals in education. It is a clear exposition of work actually done. America needs Decroly classes.

The Normal Mind. An Introduction to Mental Hygiene and the Hygiene of School Instruction. By William H. Burnham. 762 p. D. Appleton & Company. 1924.

Now-a-days one hears so much concerning abnormal, subnormal, precocious and other varieties of childhood, that it is indeed refreshing to examine a sane and wholesome text dealing with the normal child. Dr. Burnham, who is a professor of pedagogy in Clark University, has given all persons who are interested in childhood, a valuable text. The volume is built on the thesis that the essential characteristic of

the normal mind is an integration of the personality that makes adjustment possible, and discusses conditions and methods that tend to preserve and develop integration, as well as conditions and practices that tend to disintegration. The great means of preserving and developing integration is the doing of things that are significant. Thus the book is largely concerned with the psychology underlying the most progressive methods of modern education that put emphasis on doing—the Montessori method, the project method, the Dalton plan, and all active methods that emphasize the activity of the pupil instead of the didactics of the teacher and in mental hygiene, vocational therapeutics and the mental hygiene of industry.

Each chapter closes with a list of problems and questions and an up-to-date bibliography. The great difference between the genius and the common man, suggests Burnham, following the thought of Bateson, may lie in the fact that genius is free from inhibitions by which ordinary men are handicapped. It may be that the hope of the world lies more in mental "hygiene" than it does in conventional education itself.

Mental Measurement in Educational and Vocational Guidance. By John M. Brewer and others. 46 p., paper covers, published by Harvard University. 1924.

This monograph is a condensed statement of the problem, the means available, the appropriate procedure, and the results achieved, with bibliographies. It is one of the Harvard bulletins in education. "Measurement" says Brewer, "is a sharp tool, and in the hands of those who work too fast or too carelessly, much harm is likely to result."

Story Hour Readings. By E. C. Hartwell. Adapted for grades four to eight. American Book Company. List price: Fourth Year Book, 80 cents; Fifth Year Book, 92 cents. Manual for Teachers, Fourth, Fifth, and Sixth Years, \$1.00; Manual for Teachers, Seventh and Eighth Years, \$1.00.

The fourth year marks a transitional period in the reading life of the pupil. He now needs more factual, silent reading material which will develop his reasoning powers, and which will help him in interpreting everyday events and in solving problems which he constantly meets. During the first three school years, fairy stories and fanciful tales have been helpful in developing his imagination and again, the training secured in these years, has given him a basic knowledge of the mechanics of reading. He is now ready for material which will broaden his mind and which he can correlate with his widening experiences.

To provide factual, silent reading material for the growing child is the purpose of the Story Hour Readings. Because pupils' minds and interests vary, and because problems which they meet in their daily lives are constantly changing, these books contain a variety of subjects readily adapted to individual needs. These subjects are arranged in groups containing such titles as "On the Farm," "Our Country," "A Sheaf of Poetry," "A Packet of Letters," "The Short Story," "A Sheaf of Legends," "The World of Work," "Adventure." Questions follow each

selection. They stimulate individual thought and class discussion; impress facts on pupils' minds; help the readers to discover the outstanding features of each reading; and invite comparisons with other selections in the book.

The selections in this series of books are taken from prominent writers, both classic and modern. Such men as Ruskin, Shakespeare, Bryant, Scott, Stevenson, Noyes, Roosevelt, provide wholesome literature of the highest type for growing minds. Two teacher's manuals, one manual for fourth, fifth and sixth years, and one for seventh and eighth years, give excellent suggestions for classroom reading work and for interesting ways of presenting the material and impressing it on pupils' minds.

A State System of Uniform Child Accounting. Prepared by a committee of Michigan State Teachers' Association. 45 p. Many tables and graphs. Published by the Association. 1924.

This highly commendable report is the work of the Committee of uniform child-accounting and unit costs of the Michigan State Teachers' Association. It outlines the system of uniform child-accounting which is designed to be put into operation in Michigan in the fall of 1925. The need of an adequate continuing census and a permanent child record has long been conceded. It is believed that this system will provide these. This report is printed and distributed by the Michigan State Teachers' Association. It does credit to the Association and to its capable committee. Such reports as this one demonstrate the large residual talent for research and scientific investigation that exists within the ranks of the state teachers' associations.

Progressive Methods of Teaching. By Martin J. Stormzand. 375 p. Houghton Mifflin Company. 1924. 200.

Professor Stormzand teaches education at the University of Southern California. His carefully-prepared book gives a clear description of each important general method of instruction, evaluates each, and presents its strength and its weaknesses.

The book is primarily intended as an introductory treatment of teaching technique for normal students in schools and colleges. One of the main purposes also has been to put teachers in service in an open-minded and experimental attitude toward the problem of method.

In so far as general method is equally adapted to elementary, junior high-school, and senior high-school teaching, explanation and illustration have been furnished that will make the material applicable to teachers in training or in service at any of the public school levels.

We are entering a period of extensive reorganization in the aim and content and purpose and method of classroom instruction. This New Age will be dominated by new civic and social purposes and new scientific procedure. The result, as it relates to the work of the classroom teacher, will be a marked reorganization in methods of instruction and the substitution of new and more effective procedures for old and wasteful and ineffective ways. Professor Storm-

zand has made a notable contribution to truly "progressive" literature.

The Visiting Teacher Movement, with special reference to administrative relationships. By Julius John Oppenheimer. 203 p. paper covers. Published by Public Educational Association of New York City. 1924.

The dean of the faculty, Stephens Junior College, Columbia, Missouri, has written an authoritative and nation-wide treatise on the visiting teacher. Although every page is replete with useful material, of special interest to the philosophically-minded is chapter two, considering the reasons underlying the visiting teacher movement. Insecurity of employment, unemployment, employment of women and mothers in industry, child labor, industrial accidents, are factors enumerated as typical of modern life. Instability is the chief characteristic of present-day family life.

Fine and Industrial Arts. Saint Cloud Public Schools, Grades 1 to 6. Prepared by Jean Van Vliet Spencer. 288 p. paper cover, il. Published by the St. Cloud Board of Education, 1924. \$1.75.

Typical of the widening and improving conceptions of education is this worthy monograph from Minnesota. It is inspiring, practical and comprehensive, and can serve as an admirable model for all who are engaged in curriculum-making. The introduction states in a masterly way, the place of art in school and in life.

The Progressive Music Series. One Book Course. By Parker, McConathy, Birge, and Miessner. 192 pp. Silver, Burdett & Co. 1925.

This admirable course is for basal use in primary, intermediate, and grammar grades. The single column is designed to meet the needs of ungraded schools, or of schools in which several grades occupy one classroom. Accompanying the song book is a teachers' manual and a book of accompaniments, which is indispensable for those rural schools where a piano or a small cabinet organ is available. Since the radio has brought the world's best music to remote communities, children in such places will not get the full advantage of their musical instruction unless they have both melody and accompaniment.

Never before have the rural children had the same musical opportunity as their city neighbors, but since the publication of this one-book course and manual, teacher and pupils alike will benefit musically from this happy and inspirational program.

Business Forms and Customs. For every day use. By L. H. Cadwallader. 248 p. il. John C. Winston Co. 1925. \$1.20.

This textbook has been prepared for students in academic and commercial courses. It is both for students of bookkeeping and for those who do not take bookkeeping. Every student, regardless of the course in which he is specializing, should be familiar with business methods. A student who lacks knowledge of business fundamentals, customs, and devices not only

suffers a handicap embarrassing and difficult to overcome, but is likely to miss the success to which his other training entitles him. Appreciating the need for business success and good personality in addition to proper technical equipment, the author begins with such important topics as proper dress and personal appearance, voice and speech, co-operation, and business ethics.

An opportunity is given the student to put into operation the business methods learned. A budget of exercises and review questions contains forms of all kinds to be used for business practice, such as bills, pay-roll sheets, telegrams, carbon paper, checks, currency, and other such materials. The chapter questions stimulate discussion and bring out the points of paramount importance. Each topic is treated as a distinct and separate unit, with forms and review questions so arranged that any subject may be deferred or omitted without detriment to the clearness of the whole. Dr. Cadwallader's book is eminently practical.

The Jones Complete Course in Spelling. For second to eighth years, inclusive. By W. Franklin Jones. 227 p. Hall & McCreary Company. 1924.

Dr. Jones, formerly dean of the school of education, University of Southern California, conducted research in spelling which Dr. Leonard P. Ayres of the Russell Sage Foundation has praised as "the sanest, most helpful, and best substantial of any of our spelling studies." Dr. Jones' plan is to prevent errors, rather than to merely correct them. His speller is practical, straight-forward, and scientific.

Educational Publicity in the Public Press. A manual prepared by the Publicity Committee of the Washington Education Association. 30 pp. Paper covers. Seattle, Washington. 1925.

Arthur L. Marsh, executive secretary of the W. E. A., L. P. Brown, chairman of the committee, and their associates, are to be congratulated upon their bulletin. Every school official and worker can get some useful hints and helps from this practical and concise manual.

Graphic Methods in Education. By J. Harold Williams. 319 p. il. Houghton Mifflin Co. 1924. \$2.00.

The school officer who is trained in the underlying principles of good graphic presentation, has a valuable tool in his equipment. In this high-gear age vivid pictorial representation of facts is necessary to command attention. Modern science, also, has seized the ideograph, and used it with marvelous precision and effectiveness. Dr. Williams, Los Angeles diagnostic psychologist, has ably collated a most useful working text.

Your Happy Way. By Agnes Greene Foster. 88 p. il. The Stratford Co. \$1.50.

A beautiful little book of personal messages and lyrics, suitable as a gift from one friend to another.

In the Days of the Sons of God. By Haddie Torrey Berger. 73 p. The Stratford Co. 1924. \$1.00.

A story, in Biblical style, and prompted by Genesis 6:1. Quaint phraseology and vivid imagination make this tale appealing to young people.

The Camping Ideal. A new human race. By Henry Wellington Wack. 257 p. Red Book Magazine, Department of Education. 1924. \$2.00.

This is a brief survey of the summer and winter outdoor camp movement in the United States, with particular reference to organized cultural camps in the Atlantic and Midwestern States, based after observations made on a camp tour taken by Mr. Wack for the Red Book Magazine. There is a charming greeting foreword by Mary Roberts Rinehart. Last year the Red Book issued a volume of summer camps for boys and girls.

In Animal Land. By Mabel Guinn La Rue. 164 p. il. Macmillan Company. 1924.

Maud and Miska Petersham have made the charming illustrations generously sprinkled through this happy supplementary reader for primary children. Miss La Rue is also the author of "The Fun Book" and "Under the Story Tree." In addition to animal stories, the book contains verses by Christina Rossetti and Vachel Lindsay. The general make-up is first class, as are the contents. A concluding section gives the teacher directions to using the silent-reader exercises and word list.

Some Results of a Research into educational inequalities in Illinois. By Lester R. Grimm and Robert C. Moore. 50 p. il. Paper covers. Issued by the State Superintendent of Public Instruction; circular No. 192. 1925.

Mr. Grimm, a research worker, and Mr. Moore, secretary of the Illinois State Teachers' Association, have accomplished a thorough and valuable task. They have revealed the tremendous inequalities in educational opportunity in Illinois. State Superintendent Blair, in his foreword says that Illinois is very irregular in the distribution of natural wealth and climatic conditions, as well as in its manufactured wealth. The men who made the first school law in 1825 realized the effect of these inequalities upon a school system and provided for a local tax within the district and for a state distributive fund that should help to equalize educational opportunities.

When the school code, which was the foundation of the present school system, was passed in 1855, it recognized anew this obligation of the state to do what it could to overcome the inequalities in the distribution of natural and manufactured wealth by establishing a state distributive fund. Not, however, until within the last ten years has there been attempted a detailed study of these inequalities and their direct influence upon education. The State Teachers' Association has, through the office of its secretary, employed an expert who has made first hand investigations and has presented them in a clear and convincing manner.

The Crusades

carried light into darkness, brought to Europe the knowledge of the music of the older civilization, solo or accompanying instruments, inspired the orders of the Troubadours, Trouvères, Minstrels, and Minnesingers, which led to the birth of Modern Music.

RHYTHM

Fundamental Rhythms, Number 1, Number 2 - 19396
 Fundamental Rhythms, Numbers 3 and 4 - 19379
 Knight of the Hobby Horse, etc. 18853
 Run, Run, Run, Jumping, etc. 18840
 Motive for Skipping 18253
 Dance of Greeting 17158
 I See You 17158
 Le Secret 17689
 Musette 18314

MELODY

Rock-a-bye Baby Sweet and Low Lullaby 18664
 Song to the Evening Sun Celeste Aida .. 18759
 Drink to Me Only With Thine Eyes 626
 By the Waters of Minnetonka 1015
 Songs My Mother Taught Me .. 727
 Farewell to Cucullin 3017
 To a Wild Rose 17691
 Liebestraum 6269



INSTRUMENTS

Bagpipes Legend of the Ball's Hymnologue .. 18003
 Hilar Ma Norma Taranish Sweet Bird .. 7174
 Instruments of the Orchestra 35670
 Minstrel Caravan, Samba 18000
 Last Rose of Summer 35314
 Harmonious Blacksmith 973
 Hungarian Dance 17973
 Whitebird 18684
 Le Cygne 45096

AMERICAN MUSIC

Deer Dance .. 35749
 A Perfect Day 857
 Medicine Song 17611
 Whoopie Ti Yi Yo 19059
 Sweet is True Love 18146
 From an Indian Lodge 19460
 Good News, Live a-Humble 17663
 Listen to the Mocking Bird 19250
 I Dream of Jennie with the Light Brown Hair - 45320

Our mission of carrying the *MUSIC* of all the world to the 24,000,000 children of the schools of America, is scarcely less holy or far reaching in its results. We have unlocked the treasure house of all the world's great and beautiful music, and organized it into delightful studies of the elements of which Music is made, building them up again into the perfected composition.

Are your pupils really studying music or only about it through one little phase of its technique? Or are you giving them the *real music* itself? Think it over.

Educational Department

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Say you saw it in the Sierra Educational News

NOTES AND COMMENT

CALIFORNIA HISTORY, GEOGRAPHY AND MUSIC RADIO PROGRAMS

Broadcast by KGO Mondays at 9 a. m.

BY THE Bay Committee on School Broadcasting for the State Board of Education. Programs under direction of Mrs. David Elliott Martin. Musical programs arranged by Miss Alice Eggers, Music Department, Oakland Public Schools. A twenty to thirty-minute musical background is included in each program.

APRIL 13

The Vigilantes, Dr. O. C. Coy, Director California State Historical Association.

The Rhine River, Jessie Casebolt, San Francisco State Teachers' College.

APRIL 20

California, a State, Will C. Wood, State Superintendent of Public Instruction.

The Yangtze River, Ruth Thompson, Harr Wagner Publishing Co.

APRIL 27

The Pony Express, Green Majors, Justice of Peace, Piedmont.

The Seine River, Jessie Casebolt, San Francisco State Teachers' College.

MAY 4

Water a Blessing, W. G. Paden, Principal, Alameda.

The Niger River, Jessie Casebolt, San Francisco State Teachers' College.

MAY 11

Water a Curse, W. G. Paden, Principal, Alameda.

The Volga River, Ruth Thompson, Harr Wagner Publishing Co.

MAY 18

California in Song and Story, Harr Wagner.

The St. Lawrence River, Jessie Casebolt, San Francisco State Teachers' College.

MAY 25

Memorial Day Program.

LOS ANGELES PROGRAM KNX, Tuesdays

April 7—

California a State.
Seine River.

April 14—

Pony Express.
Volga River.

April 21—

Water a Curse.
Niger River.

April 28—

Water a Blessing.
Nile River.

May 5—

Golden Fruit.
Yang Tsi Yang.

May 12—

White Coal.
Tigris and Euphrates.

May 19—

California in Verse and Story.
Ganges River.

May 26—

Memorial Day.

STOCKTON PROGRAMS KWG, Thursdays, 9:05 A. M.

April 2—

California a State.
The Seine River.
History of Collegeville.

April 16—

The Pony Express.
The Congo River.
History of Thornton.

April 23—

The Splendid 40's.
The Ohio River.
The History of Tracy

April 30—

Migration of Birds.
The Ganges River.
The History of Lodi

May 7—

Mount Shasta.
Yangs Tsai River.
Stockton's First Passenger Train.

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- May 21—
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Philosophers tell us that one of the greatest inventions of all time is the wheel. Turning back the pages of history, we see, the cumbersome wheel of the ox-cart, with its revolving axle; next came the lighter wheel that revolved around the axle; today we have the wheel of the automobile, the express train, the turbine of the ocean liner, and the propeller of the airship. It is a long step from the first crude wheel, made from a cross-section of a log, to the airship propeller. It is an equally long step, and one fraught with supreme significance to civilization, from the first magic-lantern, which was regarded as a toy for children to play with, to the trans-lux opaque projector and day-light picture screen, instruments which bring to us the best methods of imparting knowledge.

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The National Congress of Parents and Teachers annual meeting will be held at Austin, Texas, May 11, 1925.

Duncan MacKinnon for many years City Superintendent of Schools of San Diego died in San Francisco on January 9th. For more than a generation Mr. MacKinnon was one of the outstanding leaders in education in California. He was one of the leaders in founding the California Teachers' Association in its present form. After retiring from educational work he served as president of the United States Bank of San Diego. He will always be remembered for his real constructive work in matters of educational policy.

The first annual meeting of the newly incorporated Service Bureau of State Teachers' Associations was held in Cincinnati in connection with the meeting of the Department of Superintendence. This bureau was established two years ago in accordance with action taken at the 1923 meeting of the secretaries of state teachers' associations in Oakland, California.

The office was established to serve as a clearing house for Association affairs, particularly

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with reference to advertising. It now represents the thirty-six state teacher associations publications in the national advertising field. Through its office an advertising may reach a circulation of over 470,000 school people with one order, one copy, one billing, and one check. It ought to be a matter of some pride to California teachers to know that the Sierra Educational News has been the teacher and pioneer in this service.

The report of the manager shows that advertising amounting to \$20,000 has been distributed through the office to state teachers' association publications. A distinct recognition has come to it recently by its acceptance for listing by the Standard Rate and Data Service, a national authority on advertising. Largely through the publicity work of the bureau, national advertisers are gradually coming to see the importance of the school field in the development of business.

The office is maintained by monthly fees paid by the member associations and commissions paid on advertising by those associations that are not contributing members. The officers elected for the coming year are Secretary Chas. F. Pye of the Iowa Association, president; Secretary E. M. Hosman of the Nebraska Association, secretary, and Secretaries E. G. Doudna, E. M. Carter, and E. T. Cameron of Wisconsin, Missouri, and Michigan Associations, respectively, directors. The offices are located at 505 Youngerman Building, Des Moines, Iowa.

John Martin's Book, the Child's Magazine, is used in many primary schools as the basis for supplementary work in English, reading, vocabulary building, primary project work, drawing and color work. The magazine encourages individual reading. It is a treasure house for opening exercises. An educational bulletin called "The Little Child at School" is mailed free each month to teacher and school subscribers. This bulletin of primary projects gives many practical suggestions on how to use the magazine in the schools. The March Bulletin gives suggestions on "Building a Rhyme," "Good Food," "The Drawing Lesson," "Modern Knighthood," "The Owl and Squirrel," "A Reading Game," etc. A sample copy of magazine and bulletin will be sent free on request by writing to John Martin's Book House, 33 West Forty-ninth Street, New York City.

Tehama County trustees and teachers, through a resolutions committee of which J. M. Stark is chairman, recently adopted a strong series of resolutions: (1) supporting the county superintendent; (2) opposing any changes at this time in the state retirement salary plan; (3) opposing the Deuel bill; (4) favoring trading at home; (5) deploring alcoholism at social dances; (6) favoring a reduction in the number of subjects in the elementary curriculum.

A list of references on higher education has been issued by the United States Bureau of Education as a 31-page Library Leaflet No. 28. It is a carefully annotated and useful guide list for all workers in this field.

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One-third of the teachers of this country, who don't go to Summer School, make beds and wait on table at summer resorts and don't have a good time and don't make any money. How could they?

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The other third just stay home and vegetate. And that isn't any good either.

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First of all this Compton Service gets you away from home and into new surroundings for a while. That is more important to a teacher than to any other human being.

Second of all, it lets you travel extensively on Compton money instead of on your money. And that's mighty important to anyone.

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Now if you have these qualifications, if you are live and ambitious and full of life and willing to learn and eager to earn, then sit down tonight and write us fully about yourself. Not one page, but ten pages if necessary. Don't worry about our not reading your answer. We are looking for material—good material—and we'll read many pages to find it. So sit down and write us fully and confidentially all about yourself—who you are, what you are, how old you are, what you look like, your personality, your executive ability, when your school closes, how many weeks you can work and everything that comes into your mind that you think will interest our mind. Pick up your pen, kick out your inhibitions and let fly! There may be more in this for you than you ever dreamed of as you sit there now. The Compton Service is destined to be the greatest educational institution in America. Make good here and you may not want to go back in the fall!



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Of Interest to a County or City Superintendent Planning an Institute Program would have been the recent program on The Art of Book Making at Paul Elder's art gallery. Professor Stanley Rypins, of the San Francisco State Teachers' College, led with a twenty-minute talk on the evolution of the book. Professor Rypins is a speaker of singular ability, instructive, and able in the few minutes at his disposal to give his audience a glimpse of book-making from the earliest times up to the present. Next were shown two motion pictures, one tracing the art of paper making from the earliest crude state to the efficient and abundant paper products of today. The other entitled "Your Book," told with a picturesque historical background the interesting story of how books are made today in the great Athenaeum Press of Ginn & Company at Cambridge, Massachusetts.

A lad ten or twelve years of age was the star performer—first as an Egyptian schoolboy using a papyrus roll, later on as a visitor to the Athenaeum Press who was interested in seeing just how electrotypes are made, how the great presses work, how the plates are made ready for the press and the many other operations which take place before the books are ready for shipment to all parts of the world. There were also scenes showing how a book should and should not be used in order that its life may be prolonged. One librarian remarked as she left the showing of this picture that there is no doubt but that the visualization of the tremendous effort required to produce a modern textbook would create a greater respect and a greater appreciation for textbooks in the minds of our own pupils in the State of California where free textbooks play such a part in the education of the child and take up such a large proportion of the school budget. The program was a good one for an hour or two at a teachers' institute or a parent-teachers' meeting.

The many friends of Miss Louisa M. Spencer of the Supervisors' and Teachers' College of Rhythmical Penmanship in Los Angeles, who was run down by an automobile and severely injured October 16th, will be glad to learn that she has recovered sufficiently to leave the hospital and is at her residence, 416 South Grand Avenue, Los Angeles and can be reached there or through her office, 232 South Hill Street, Los Angeles, California.

The California Conference of Social Work extends a cordial invitation to the educators of the state to attend its seventeenth annual meeting, to be held in Sacramento, May 25th to 28th, 1925.

General sessions are planned for the morning and evening of each of the four days of the meeting, while the afternoons will be devoted to round-table discussions under the auspices of the standing sections on education, health, delinquency, recreation, industry, family and child welfare, racial and citizenship problems, and community organization.

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MUSICAL PLAYLET (just from the press). One copy
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Wentworth & Co.

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SCHOOL, LIBRARY, BANK & OFFICE FURNITURE

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year, when over fifteen hundred people registered at Long Beach. Miss Grace Abbott, chief of the U. S. Children's Bureau at Washington, has promised to come to California for this meeting if possible, and it is hoped also to have Dr. George E. Vincent of New York, director of the Rockefeller Institute. Dr. John Louis Horn of Mills College is chairman of the Education Section of the Conference. For further particulars about the Conference, write or telephone to Miss Anita Eldridge, Executive Secretary, California Conference of Social Work, 55 New Montgomery Street, San Francisco.

Dr. W. Otto Miesner, one of America's younger musical composers, has recently visited California. He addressed the State Supervisors of Public School Music at Pomona. Because much of his music is written for children, he is in demand for talks and performances before school people. Upon his visit to California last year he was overwhelmed with the beauty of the mountains and the Redwoods. He was inspired to write a California song worthy of the dignity and beauty he had seen. Upon this, his second visit, he has completed both the words and music for "California's Calling Me," which was sung at the Music Conference at Pomona and adopted with the recommendation that the State Board of Education have it incorporated in every music book in the state. The East Bay School Music Club has entertained Dr. Miesner. The University of Cincinnati conferred the honorary degree of Doctor of Music upon him in recognition of his many contributions to the music literature of America.

The Fifth Annual Educational Conference of the College of Education, Ohio State University, will be held April 2, 3, 4, at Columbus, Ohio. The keynote is to be "Democracy and Education." The chairman of the Executive Committee is George F. Arps.

California leads the nation in its enrollment in the National Education Association. Official figures, as of Jan. 1, 1925, show 15,213 members in California. Pennsylvania comes second with 10,423; New York and Ohio are close thirds, with 9,973 and 9,881 respectively. The grand total N. E. A. membership is about 150,000.

H. F. Minssen is acting president of the San Jose Teachers' College. He has been associated during the past ten years, and is thoroughly with the college in administrative capacities, versed in its problems and needs. Mr. Minssen did graduate work in the School of Education at Stanford University. His long and close association with Dr. Snyder makes his appointment particularly fitting, and his many friends at the college and throughout the state are glad to know that he has been called to the helm of one of California's most distinguished teacher-training institutions.

TEACHERS MUST STUDY UP

The last legislature of California made the requirement that teachers must stand an examination in the Constitution before being deemed competent to teach.

Similar bills are pending before legislatures now sitting. Over 30 of the 48 States require Constitutional instruction.

As over 4,800,000 votes were cast in the last election against the judicial system set up by George Washington and his associates, it behooves us to study.

The time is near when a teacher's lack of thorough knowledge of our Constitutional system will be regarded very much as a want of acquaintance with arithmetic would be considered today.

The teacher now has at hand a book explaining the origins and the applications of 187 clauses of the Constitution of the United States, a very interesting story in simple language.

Says Ex-Senator Beveridge:

"Norton's notable volume, which, be it said, is the best brief compendium of the subject as developed by decisions up to the present time."

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"A most exemplary contribution to the 'Americanization' of even our Mayflower descendants!"

Washington Post:

"He pictures with clarity and precision the reasons behind each phrase and clause, and offers to the layman a history of the Constitution that is complete and entertaining."

This book had eight printings in a year and a half, and has been listed among the six best sellers of non-fiction.

THE CONSTITUTION OF THE UNITED STATES ITS SOURCES AND ITS APPLICATION

BY THOMAS JAMES NORTON

8th Printing

298 Pages

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"Say you saw it in the Sierra Educational News"

VISUAL EDUCATION—SAN DIEGO

(Continued from Page 235)

Copies of Film Titles

The Visual Education Department demands of the booking exchanges, one copy of the film titles of every film definitely booked. Additional copies of these are mimeographed at the Center and sent out to teachers one week in advance of the film showing. By studying these title sheets, the teacher receives a definite idea of the content of the film and can prepare and interest the children with thought questions and problems which will be answered in the film.

Suggested Film Lessons and Project-Problem Studies

These plans, which are based upon some film which is being used in the schools, are published periodically and aim to show the teachers how the motion picture film and other visual aids can be used to the best advantage with the modern project curriculum. They are written to cover different subjects and grades.

Film Programs for Elementary Schools

Each principal decides upon a certain time and day for the weekly film lessons and the schedule which is drawn up is continued throughout the semester.

A regularly licensed film operator, employed by the school system reports at the schools equipped for motion picture showings at the hour and day scheduled with the films listed by grades in the catalogue, unless special requests have been sent in to the Center one week in advance of the program. Film lessons are arranged for two grades each week and the classes pass into the auditorium with their classroom teachers, who take charge of the lessons for their own grades. These consist of from one to three reels, the selection and number of these being optional with the instructor.

Film Programs for High Schools

Each principal selects a day which is best suited for the film lessons according to the school program. Films booked for the various departments are delivered to the building and left for the entire day so that the films may be shown during as many periods as there are classes studying the subject which the film illustrates.

Instructors and janitors are issued special permits to operate after receiving instruction in operating by the school operator. The night schools will take care of their own operating.

Chief Sources of Supply

Films

Standard Motion Picture Service, Los Angeles. (This firm not only rents films for their own library but from Pathe, Fox, United Artists, and many other Los Angeles Exchanges). University of California, Berkeley; Department of Agriculture, Washington, D. C.; Department of the Interior, Washington, D. C.; State Board of Health. **Lantern Slides**

Keystone View Company, Meadville, Pa.; George Stone, Carmel (excellent biology slides); George Kanze, San Francisco (good colored slides); McAllister & Sons, N. Y.; Natural History Museum, San Diego; Chamber of Commerce, San Diego; General Electric Company, Schenectady, New York.

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Read the low fares listed above—and picture yourself on this great Tour of British Columbia over the Canadian National Railways, including Jasper National Park, the largest in the world, in the very heart of the Canadian Rockies—Mt. Robson, monarch of all these mighty snowpeaks—tremendous forests and wild rivers, and 600 miles of superb travel through the smooth waters of the Inside Passage—a scenic wonderland unsurpassed.

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Stereographs

Keystone View Company; Phillip Brigandi, Los Angeles (California missions); George Stone, Carmel (California scenes).

Flat Pictures

National Geographic Society; Perry Pictures Company, Malden, Mass.; Photographs from film productions—Pathe Film Exchange, Los Angeles; United Artists, Hollywood; Yale University Prints; Current magazine pictures.

Budget

An appropriation of \$3,000 was made for Visual Education for the school year 1924-25, \$4,000 to be used for the high schools and \$4,000 for the elementary schools. Film rentals for all the schools now showing motion pictures average between \$200 and \$300 per month. Other types of visual aids are purchased and made a part of the permanent collection at the Center.

Films Which Supplement Texts**1st, 2nd, 3rd grades—**

The First Americans (Indians)	Pathe	—1 reel
Yardville Folks	U. C.	—1 reel

3rd grade—

Wee Ones of Japan	Standard	—1 reel
Land of the Zuider Zee	Standard	—1 reel
Fleeced for Gold (Sheep Ranch)	Pathe	—1 reel

4th grade—

California	Standard	—6 reel
Missions of the Southwest	U. C.	—1 reel
The Conquest of the Forest	U. C.	—1 reel
Cut and Dried (Lumbering)	Standard	—1 reel
The Royal Chinook (Fishing)	Pathe	—2 reel
The Cattle Ranch	Standard	—1 reel
Knights of the Saddle	Standard	—1 reel

5th grade—

Land of Cotton	U. C.	—1 reel
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5th B grade—

Imperial Valley	Standard	—1 reel
Birds of Passage	Pathe	—3 reel
Steamboat in United States History	U. C.	

The Story of Corn	Standard	—1 reel
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5th A grade—

Philippine Islands	Standard	—1 reel
Hawaiian Islands	Standard	—1 reel
Shanghai	Standard	—1 reel
The Great Wall of China	Standard	—1 reel
Industries of Japan	U. C.	—3 reel

6th grade—

Spain at Work and Play	Standard	—1 reel
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6th B grade—

Spanish Places and People	Standard	—1 reel
Ancient Brittany	Pathe	—1 reel
Venice on the Grand Canal	Standard	—1 reel
Rome, Eternal City	U. C.	—1 reel

7th grade—

Panama Canal	U. C.	—2 reel
Mexico's Floating Gardens	Standard	—1 reel
A Modern Mexican Hacienda	Standard	—1 reel
Piking After Pizarro	Standard	—1 reel

High School Civics

Washington, D. C.	U. C.	—1 reel
The Mint	U. C.	—1 reel
Immigration	U. C.	—1 reel
Checking the Imports	U. C.	—1 reel
Conservation	U. C.	—1 reel

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John Martin's Book, the Child's Magazine, is now used in hundreds of primary grade school rooms as the basis for supplementary work in English, Reading, Vocabulary Building, Primary Project Work and Drawing and Color Work. The magazine encourages individual reading. It is a storehouse for opening exercises. Twelve issues yearly.

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An Educator in a College out West Writes:

2 March, 1925.

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Your Opaque Projector interested me very much at the Convention and I have reported very favorably upon it to

The machine and your service present interesting problems.* Your projector gave as good an image from the glossy print of one of my American History charts as I get from a slide.

Yours very truly,

(Signed)

JOHN B. MACHARG, PH.D.,
Department of American History,
Lawrence College,
Appleton, Wisconsin.

* THIS REFERS to the organization and use of picture material in the class room, especially various subjects, such as History, Geography, Art, Architecture, Sciences, etc.

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By Baby Bunting—
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The Busy Body.....	U. C.	-1 reel

Science

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Chemistry of Combustion.....	Standard	-1 reel
Water Power.....	Standard	-1 reel
Crystals and Their Beauties.....	Standard	-1 reel
Hatching and Transforma- tion.....	Standard	-1 reel
Plant Life and Habits.....	Standard	-1 reel
Some Common Garden Pests.....	Standard	-1 reel
The Crab Family.....	Standard	-1 reel

Social Science

Cairo: Egyptian Towns.....	U. C.	-1 reel
The Nile.....	Standard	-1 reel
In Czecho Slovakia.....	U. C.	-1 reel
The Balkans.....	U. C.	-1 reel
Neath Poland's Skies.....	U. C.	-1 reel
Morocco, the Mysterious.....	U. C.	-1 reel
Shepherds of Tatra.....	U. C.	-1 reel
Timbuktu.....	U. C.	-1 reel
Gold Mining in Alaska.....	Standard	-1 reel
Apple Raising.....	Standard	-1 reel
Lemon Raising.....	Standard	-1 reel

Literature

Robin Hood.....	Standard	-3 reel
(Special school edition of the Douglas Fairbanks production.)		
The Courtship of Miles Standish.....	Standard	-5 reel
(Special school edition of the Charles Ray produc- tion.)		
The Covered Wagon.....	Standard	-3 reel
(Special school edition.)		

Use of Industrial Films

Extensive use of industrial films is made in the technical and vocational departments of the junior and senior high schools. This type of film is also used by the social science courses. We have found the industrial films released by the General Electric Company to be the most interesting and authentic of those which are available to schools free of charge. Most of these, however, are too technical for the elementary schools but it is now possible to rent many splendid industrial films which are interesting to the grade pupils.

Motion Picture Equipment Best Adapted to Educational Work

A. Fixed Machines—	
Powers 6 A Model.....	\$555.00
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By using these semi-portable machines with a special transverter or transformer to increase the power, these machines may now be used and show a good picture over one hundred feet.	
C. Portable Machines—	

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DeVry	\$255.00
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The Outlook for Wider Use of Motion Pictures in School Work

The outlook for a wider use of motion pictures in schools is brighter today than it was a year ago. The chief difficulties in most school systems seem to be:

1. Lack of funds or appropriations for this work.
2. The high cost of equipment and film rentals.
3. City ordinances restricting the use of films without fire-proof booths.
4. Lack of knowledge among teachers in regard to care of films and operating machines.
5. Lack of knowledge on the part of the film exchange managers and producers as to the real needs of the schools and ignorance on the part of educators as to the types of films which are now available and can easily be adapted to the needs of the schools.

Such difficulties may be overcome by the following steps:

1. For school boards to make annual appropriations for visual education work.
2. A more widespread use of films and equipment will undoubtedly bring down prices.
3. Book as many non-inflammable films as possible, thus increasing the demand for these and in the meantime use every precaution for safety against fire.

4. Instruction in operating machines and in the care of films should be given to teachers and principals.
5. Film exchanges must become film libraries. Visual education experts should assist exchange managers and offer definite suggestions for the classification of films according to subjects and grades. The schools should make use of the best film subjects now available and take an active part in cutting, re-assembling and adapting such film subjects for school editions.

\$100 in Gold is offered for the best symbol that signifies PEACE, and that can be used on a button, a seal, a letterhead and in general. It would seem probable that the most resultful symbol would be one that has historically somewhere and somehow stood for Peace. A contestant may send in any number of symbols. If more than one contestant sends in the winning symbol, the one first received will be awarded the prize. This \$100.00 Gold Contest will close at midnight, International Goodwill Day, May 18, 1925. Address all communications to National Council for Prevention of War, 532, 17th Street, N. W. Washington, D. C.

Proving and improving one's personal abilities cannot be left until one is twenty-one. What has happened in the plastic years is determinative. A "square deal" in adult life is not worth much unless there is a "fair chance" during childhood.—Henry Suzaello, in *Our Faith in Education*.

Say you saw it in the Sierra Educational News

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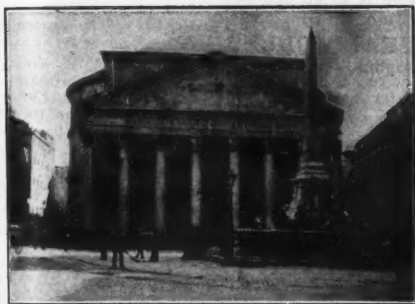
(Continued from Page 237)

Yosemite Transportation System, Yosemite, a distance of 15 miles is made in forty-five minutes, over a magnificent highway. Arch Rock, Cascade Falls, Bridal Veil Falls, El Capitan and Yosemite Falls, are all to be seen en route from El Portal to Yosemite.

The route is the most comfortable, convenient, expeditious, and economical. The new three-day tour of Yosemite in connection with the Yosemite Transportation System, offers a comprehensive trip, including the famous Hetch Hetchy (the site of San Francisco's water-supply project); Mariposa Grove of Big Trees, the oldest living things in the world, and Glacier Point. From this spot of magnificent sunrises and sunsets, a wonderful panoramic view of the entire Yosemite is obtained. This tour is in operation June 1st to October 1st.

Clark-Son Tours

EUROPEAN travel for teachers and other professional people is rightly becoming more and more popular. An itinerary properly made and skillfully carried out offers to a teacher more of inspiration and real knowledge than any summer can that is spent in a library and classroom. From the standpoint, too, of health regained and stored up for a new year no other vacation can equal such a tour.



A Scene in Rome—Clark-Son Tours

The Clark-Son Tours, Venice, Calif., are offering an exceptionally fine tour of Europe for next summer. Mr. E. W. Clark, the founder and leader, supervising principal of the Senior and Junior High Schools of Venice, has had large training and experience in this sort of travel. He was a student for two years in Leipzig, one year in the Classical School in Rome, and was a resident and lecturer in Rome, Italy, for more than five years. He has studied and lectured in every important gallery and museum from Scotland to Cairo. He is a firm believer in the educational value of travel. He believes in interpretation as opposed to mere identification.

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SUMMER

O.A.C.

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JULY 31

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HOME ECONOMICS

Of one California teacher the Bulletin of the California Home Economics Association last October reported that she "attended Summer Session at O. A. C., which gave her so many new ideas that she came home and reconstructed her entire course of study."

Go to Summer School where unsurpassed work is given in model laboratories under conditions that are uncrowded, quiet, and restful. Students can finish to be present at the opening of the National Convention.

Registration fee of \$10.00 admits to all courses

Address Director of the Summer Session

OREGON AGRICULTURAL COLLEGE

Corvallis, Oregon

Mr. Clark and his corps of helpers are giving wonderful satisfaction to their many patrons. Already a fine party has been organized for next summer with three sailings from New York. A few more people can be accommodated if application is made at once. The tour offers exceptional comradeship, leadership and service. We recommend it as a most worth-while summer vacation. Says one Los Angeles teacher: "It was better than two years in Columbia, where I had at first planned to go."

Honolulu and Kilauea

A UNIQUE vacation opportunity is being offered by the Oceanic Steamship Company in the form of a special inclusive tour to the Hawaiian Islands. The volcano of Kilauea is included in this delightful tropical trip. The service is first class throughout including auto trips to the Pali and Tantalus, hotels, taxi, etc. The price of the trip is \$342.50 and bookings may be made on the splendid steamers "Sierra," "Sonoma" and "Ventura," sailing April 14, May 5, 26, June 16, July 7, etc. The Hawaiian Islands with their Asiatic and Polynesian populations are of world wide interest. There are drives through broad palm bordered streets up the Nuuanu Valley to the Pali, that historic precipice where the great king Kahehameha drove the forces of the king of Oahu over its fatal brink to perish

at its base. There are drives to the Punch-bowl, overlooking the harbor, or trips to the far-sung Beach of Waikiki, where the most delightful surf-bathing in the world may be enjoyed. Modern hotels, famous for their hospitality, entice one with airy wide verandas, tropical gardens and meals that are unsurpassed. Address Oceanic Steamship Company, 2 Pine Street, San Francisco.

Royal Mail

THE Royal Mail Line for nearly a century has been popularly known as the "comfort route" in ocean travel. A special feature this summer is the Special Economy Tours for Students, Teachers, Artists and Tourists to Europe and back at the surprisingly low round trip steamer rate of \$155 and \$162. All-expense tours, including steamer fare, rail travel and hotels in Europe, can be quoted for as low as \$6.00 a day.

The New York University Tours operated by The School of Foreign Travel, Inc., is among the best college tours visiting Europe this summer on account of the exceptional educational features incorporated. The entire third-class space in the S. S. "Orduna" from New York, June 27th, and the S. S. "Orbita" from Europe, August 22nd, has been reserved exclusively for these tours. Only tourists with suitable references will be accepted for passage.

Say you saw it in the Sierra Educational News

This economy is made possible by the new tourist rates, fares that offer every essential of an enjoyable trans-Atlantic voyage without the costly luxuries of de Luxe travel. The summer trips announced are made on the magnificently appointed "O" steamers and offer every pleasure and convenience known to ocean travel. For further information address Royal Mail Steam Packet Company, 570 Market Street, San Francisco.

Colonial Tours

A DELIGHTFUL 76-day trip from New York to Europe is being arranged by the Colonial Transportation Company. The expense of such a trip is from \$540 up; passports and visas \$55 extra. England, France, Germany and Switzerland are the countries included in the itinerary. A capable advisory board will guide and aid all travelers to get the most out of the trip. Persons desiring further information can address the company at 36 Auzerals Building, San Jose, California.

Professor Runzler's Tour

WHENEVER American tourists make their first trip to Europe, they should go with a party conducted by a man who is more than a tourist agent. They should have the services of a conductor who knows Europe thoroughly and who has the ability to properly interpret for them the art, the history, the literature, and the life of European countries. Professor W. T. Runzler, professor of modern languages of the University of Utah, is exceptionally well informed on the History and Art of Europe and because of his classical training he is unusually well prepared to interpret the life and history of Southern France and Italy. He has spent six summers abroad, five as conductor of parties of American tourists. His 1925 tour, June 20 to August 23, includes England, Holland, France, Switzerland, Italy, Rhine, Belgium. For further information address him at the University of Utah, Salt Lake City.

24 Days in Europe, \$215

THE INTERNATIONAL MERCANTILE MARINE COMPANY, including White Star, Red Star, and Atlantic Transport Lines, announces a 1925 special all-expense inclusive European tour, from New York, 24 days, \$215. The entire third cabin of large liners is reserved exclusively for teachers, students, professional men and women, and other similar tourists. Good food and service is offered, with neat, comfortable staterooms and plenty of deck space. Over 25 sailings will be made from New York, Boston and Montreal. Apply to any authorized steamship agent, or to 460 Market Street, San Francisco.

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STATE TEACHERS COLLEGE OF SAN DIEGO

Term I—June 29 to Aug. 8

Term II—Aug. 11 to Sept. 1

Fees: Term I—\$12.00. Term II—\$6.00

In Term I: Forty Education Courses

The Curriculum—Supervision
History of Education—Character Education
Ed. Measurements—Child Growth
Prin. of El. Educ.—Prin. of J. H. S. Educ.
Pub. Ed. in Calif.—U. S. Constitution
Civic Education—Class Management
J. H. S. Math., English and Science
Primary Educ.—Story Telling
Children's Lit.—Music Appreciation
Methods in Arith., Geog., Art, Reading, Music, History
Elem. Ind. Art—Costume Design
Foods—Nutrition
State Program in Physical Education
Education of Gifted Children

Collegiate courses in Literature, History, Geography,
Geology, Spanish, French and Public Speaking by
notable university and college professors

Term II: A session of 20 days, including Saturdays,
from Aug. 11 to Sept. 1. Courses only in California
School Law, The U. S. Constitution, Civic Education
and Principles of Elementary Education.

N. B. (1) San Diego's summer temperature is less than
70 degrees.

(2) A program of outdoor recreation.

(3) Bulletin sent on request.

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THE INGRAM TOURS

MR. W. J. INGRAM, of 2023 Delaware Street, Berkeley, is planning a delightful summer tour throughout continental United States. His plan is to form a party of congenial people for an extended trip of six weeks or more, beginning June 15, 1925, to the East. By getting together a party he can secure special rates and accommodations that could not be duplicated on a private trip. "We expect to leave from San Francisco," writes Mr. Ingram, "skirt the North-western Pacific Coast, visit the larger north-western cities and then see some of the most beautiful scenery of the Canadian Rockies, Great Lakes and Niagara Falls, as well as several of the large eastern Canadian cities. In the East we will pass through the beautiful White Mountains; visit Boston, and spend several days in New York and vicinity.

Upon arriving at New York, however, the party divides into two sections. Section one will be composed of those desiring to attend the summer session at Columbia University. These will receive hotel accommodations at University houses and a return ticket with berth included straight home, in place of the side trips which section two will receive on the rest of the homeward trip. Section two will go on from New York, to Atlantic City, Philadelphia and Washington, D. C.; then start homeward by way of Pittsburg, Chicago, Des Moines, Omaha, Denver and Salt Lake City.

Rome—Alaska—The Mediterranean

ALASKA, Lake Atlin and the Yukon are featured by Cook's Travel Service, in their announcement of travel-study tours of special interest to teachers, for the summer of 1925. A wonderful summer cruise around the Mediterranean, on the New Cunard-Anchor Liner "Tuscania," is also announced. Cook's tours have become world famous in the development of education through organized travel. By their agency many thousands of people, of modest means, have enjoyed the benefits from travel in foreign countries. A special California Holy Year Pilgrimage to Rome is announced, leaving San Francisco, Saturday, June 20th, and returning to New York City, Sunday, August 16. This tour is under personal direction of the Roman Catholic National Committee on Pilgrimages.

The Alaska tour begins Saturday, June 13th and returns to San Francisco, July 9th, Thursday. Many interesting stops of one hour or more are made en route to Skagway. Among these are Alen Bay, where will be found some unique totem poles and Prince Rupert, the terminus of the Grand Trunk Pacific Railway. At the head of Lynn Canal, the most beautiful fjord in Alaska, lies Skagway, where the ocean

Say you saw it in the Sierra Educational News

ends. But delightful and interesting as this voyage is, it is only a prelude to the trip over the White Pass and on to Atlin.

The railroad trip from Skagway to the Summit of White Pass is of wonderful interest and beauty. It is full of thrills from the time the train enters the Skagway River Valley till the top of the Summit is reached. Along the shores of sun-kissed lakes and mountain streams, the train continues on its way until the upper end of Lake Bennett is reached. For twenty-seven miles the railway follows the ever-winding shores of this lake, the rose-colored mountains on the opposite side rising sheer out of the water to a height of 5000 feet or more. For rates, etc., address Thos Cook & Son, 128 Sutter Street, San Francisco.

Miss Zener—U. S. Lines

"THE MOST remarkable educational innovation since the establishment of free schools" was the way a prominent educator characterized the student tours conducted by the United States Lines. Student Tours, via tourist cabin (which is the improved former third-class of the United States Lines), offers the tourist, student, teacher, professional man or woman, the opportunity of realizing at a modest expense what has often been a life time dream,—trip to Europe. If the response of last summer is indicative, the people concerned have long been waiting for just such an opportunity—an ocean crossing at a low cost in comfortable surroundings with congenial company.

Miss Katherine F. Zener, Box 1337 Stanford University is an agent for the U. S. Lines. The rates are astonishingly cheap,—22 days in Europe for \$252.15, including practically all expenses.

May Day—Child Health Day, 1925

Activities Suggested by American Child Health Association

CHURCHES

Health and Child Welfare sermons.

Sunday Schools feature Health in any way and to any extent desired.

2. Business Houses

Window displays featuring Health and Child Welfare, combined with May Day decorations.

3. Rotary, Kiwanis, Lions, etc.

Plan some definite health activity which especially needs doing in the particular community for the under-privileged or defective, dependent and delinquent children.

4. Women's Organizations

Special Child Health programs at regular meetings. Make definite plans for future Child Health activities. Co-operate with public schools. Lectures and talks on prenatal care, pre-school child, sex hygiene, mental hygiene, motherhood, diet for overweight or underweight, health in play, community Child Health saving. Find out what Child Health activities in your community are resulting in improved conditions. Consult your local Board of Health as to how you can be of service.

5. The Newspapers

Promote local activities such as—Well Baby Clinics; Get-Ready-for-School Clinics; Health Conferences. Make local surveys of crippled

Stanford University California

Summer Quarter, 1925

First Term—June 23rd to July 25th.

Second Term—July 27th to August 29th

Courses offered in regular college departments of same character and credit value as during other quarters. Special opportunities for graduate work for higher degrees. Properly qualified students may obtain master's degree by attendance at three summer quarters.

In the School of Education enlarged program for teachers and school administrators.

Stanford is a residence university. Delightful living conditions in an ideal summer climate.

Organized week-end outings, public lectures and entertainments.

For announcement of courses and other information, address

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Box 27, Stanford University, California

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Your Vacation Opportunity
SPECIAL INCLUSIVE TOUR

to Honolulu (two weeks in Hawaii) including the VOLCANO of KILAUEA, auto ride to Pali and Tantalus, hotels, taxi rides, etc., \$342.50, first class throughout.

The splendid steamers "Sierra," "Sonoma" and "Ventura" of the Oceanic Line, sailings every 21 days (April 14, May 5, May 26, June 16, July 7, etc.). Make reservations now and secure choice berths. Send for descriptive folder.

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The line to the South Seas and Australia. Round Pacific Tour, \$565 first cabin; \$395 second cabin. Tour around the world, \$1,230 first cabin; \$896 second cabin.

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A dozen of the leading American Universities will be represented by 28 eminent educators in notable graduate or undergraduate courses. "America's Greatest Summer Faculty."

The National Summer School

Combine education and recreation in this picturesque and cool summering place. Living inexpensive. Routing via Yellowstone Park, if desired, with stopover privilege for Summer School. Use excursion rates.

1st term - - - June 15 to July 25
2nd term - - - July 27 to Aug. 29
Tuition fee - \$25 1st term, \$35 quarter

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22 days in Europe for \$252.15; 28 days for \$344.90; 40 days for \$365.85; 68 days for \$530.55. These prices include steamer from New York and return, with all transportation, bus, baggage and guide expenditures in Europe.

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is made it will still
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LOS ANGELES

children. Make investigation as to mothers in need of mothers' pensions. Make sanitary and fire-hazard inspections of all school buildings, orphanages, etc. Make an invoice of recreational facilities for different ages and in different districts of the town. Offer Public Health programs, using local talent with the aid of State speakers, films, etc. Give news items and suggestions to the local papers.

6. Every Mother of a Pre-school Child

Read something recent on child care and have child measured, weighed and examined if this has not recently been done.

Every Mother of a School Child

Visit your child's school on May 1st. Note the sanitary conditions from top to bottom, especially the toilets, drinking facilities, lavatories, fire hazards, seating, lighting, desks, lunch room facilities, recess periods, playgrounds, etc. Invite your school child's teacher to your home for a meal. See that the child has a physical examination and compare his grades with his health grade. Take account of the way the home and the school are affecting the health of the child. Ask what the school is doing to form health habits.

7. Every Father

Have a heart-to-heart talk with his adolescent boy; visit the school, take an appraising look and stop to consider the condition and needs of the children in the community, and his responsibility; take time off to enter his children's sports.

8. Every Child

Put a health saying or a health verse in every May basket. Be as happy as possible and make everyone else happy. Keep all the health rules on May Day and every other day.

9. Every School and Every Teacher

The May Day Health Day Program should reflect the result of the year's health and physical education activities and be the occasion for the counting of gains over last year. It should be the joyous culmination of the year's efforts rather than a special made-to-order day. The program should be simple and spontaneous. Parents may be urged to visit the school and see the May Day activities which might include an exhibition of posters, plays, games, etc. Every teacher should begin now to take stock and set up improvement plans.

The California Kindergarten-Primary Association, Southern Section, met recently at Santa Barbara. This group of people interested in kindergarten-primary education is one of the six sections of the state organization known as the California Kindergarten-Primary Association. Other sections are distributed geographically throughout the state. The Southern Sec-

tion represents a previously existing group, reorganized last year, after the state organization was perfected, as a part of the state organization. There are, at present, 485 members. In addition to these, there are three groups of associate undergraduate members from the three training schools in Southern California, the University of California, Southern Branch, Miss Fulmer's School and Broadoaks School, which have a total of three hundred thirty members. This gives the Southern Section a membership of 815 kindergarten and primary teachers, supervisors, principals, supervising principals and superintendents. The work is carried on through six officers and ten working committees.

The Southern Section extends from Santa Barbara southward to San Diego. The meetings are held on the first Saturday of each month, every alternate meeting being held in Los Angeles and the other meetings in the various towns of Southern California. This year, the meetings in Los Angeles have been held at the Blitmore Hotel, which is to be the headquarters for the International Kindergarten Union Convention, to be held in Los Angeles, in July, 1925.

Excellent programs have been carried out at the meetings this year. In addition to special musical numbers, there have been addresses by educational leaders, among whom are: State Superintendent Will C. Wood; Dr. E. C. Moore, Dr. Junius L. Meriam and Dr. Shepard I. Franz of the University of California, Southern Branch; Miss Katherine L. McLaughlin, President of the State Organization; Miss Barbara Greenwood, President of the Southern Section; and Miss M. Madilene Veverka, Chairman of the Local Executive Committee for the International Kindergarten Union Convention. A large part of the work has centered about the preparation for the International Convention.

The activities of the Southern Section have been recorded in a bulletin which has, thus far, had three issues and will have a fourth issue at the close of the year.

The meeting at Santa Barbara was a decided success. There was a large representation from the University of California, Southern Branch, from the various State Teachers' Colleges over the state and from the cities and towns. The noon luncheon at the Paseo De la Guerra was followed by the afternoon meeting at the Lincoln Kindergarten, where Dr. Catherine Cox, Director of the California Bureau of Juvenile Research, Whittier State School, spoke on "The Kindergarten and Primary Education of the Young Genius." Music for the program was furnished by the Santa Barbara Kindergarten Orchestra. Some time was given to planning for the International Kindergarten Union Convention which is coming to Los Angeles next summer. Guests at the meeting were entertained by Santa Barbara members with a drive over the beautiful Santa Barbara district during the morning hours. All in attendance at the meeting report a most enjoyable week end, due to the hospitality of Miss Vesta Gilson, Supervisor of Kindergartens, and her corps of teachers.

A selected **Spelling bibliography** by Alice A. Kelley Russell, in the Elementary English Review for December, 1924, will be useful to workers in this field.

Miss Swope's Summer School

Santa Cruz Session, June 29 to July 17
Long Beach Session, July 27 to August 14

The Course at each session includes methods, suggestions and plans in both primary and advanced reading, arithmetic, language, spelling, history, geography, sense training, occupational work, fine arts, industrial arts, story telling, dramatization, music, psychology and tests, penmanship, physical education, folk dancing, Americanization work, problems of the rural school, school management and sand table and project work.

The courses this year not only include the work of the first six grades but much of the seventh and eighth grade work. Everything given can be taken right into the school room and used. The bulletins do away with the taking of notes and make the work usable and definite. An unusually strong faculty of experienced instructors.

Tuition for the entire course in each session, \$35.00.

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TOUR No. 2—University Columbia Summer Session:

Same as Tour No. 1 up to New York, hotel accommodation furnished at university houses, and return ticket to Oakland or Los Angeles. Rates as low as \$520.00 including all expenses except tuition at University and return meals enroute home.

TOUR No. 3—

A special tour to the N. E. A. Convention, with a wealth of vacation sightseeing, hotels, Pullmans, meals and all fares included. Prices reasonable. Sent upon request.

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of California

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Teachers and parents alike will find this book a revelation of helpfulness in giving the boy guidance in preparing for the place in life for which he is best fitted. "This book represents a pioneer effort."—Robert J. Leonard, Ph. D., Director of the School of Education in Columbia University. \$1.25.

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Mr. Harry H. Hall is welcomed to the West as the new representative of the Milton Bradley Company. His work will be chiefly in Southern California and Arizona. Mr. Hall comes to California with a splendid record of service with the Elson Art Publishing Company and Houghton Mifflin Company. His work has been in New England; he is a graduate of Bowdoin

College and his father, Reverend John C. Hall, a noted Congregational minister attained high rank and degrees at Bowdoin and Harvard. Mr. Hall has specialized in fine arts, manual and industrial arts and handicrafts and is well qualified to represent the rapidly expanding lines of Milton Bradley Company.

Catalina Island, a few years ago, boasted only a small elementary school. Now she points with pride to the splendid Avalon High School, now under construction. The cornerstone was laid in December. Avalon High School will be a complete and modern school plant, with good equipment throughout.

An exceptionally bright student in the Portland, Oregon, high school from which she graduates next June, Julia Sutherland Groo, winner of the first prize, a \$15,000 home, in the International Home Lighting Contest, has always enjoyed writing. When the contest was announced in Portland, she immediately began to study the subject of Home Lighting. Miss Groo is exceedingly popular with her classmates. Before entering high school she attended schools in Salt Lake City, Utah; she was born in Ogden, Utah.

Say you saw it in the Sierra Educational News

California Teachers' Association, Bay Section Treasurer's Report, Dec. 31, 1924 E. G. Gridley, Secretary-Treasurer

Association Funds:

Jan. 1, 1924, balance.....	\$ 3,696.52
Income:	
From Dues.....	17,547.00
From Interest.....	398.18
	\$21,641.70

Expenditures:

State dues.....	\$11,696.00
Office equipment.....	175.60
N.E.A. delegates.....	1,000.00
Office Room rent.....	175.00
Telephone expense.....	36.00
Secretary clerical.....	250.00
Bay Section traveling.....	243.76
Secretary miscellaneous.....	211.04
Secretary's Salary.....	250.00
President's expense.....	373.10
Dishonored checks.....	6.00

\$14,416.50

Dec. 31, Balance Associated Funds..... \$ 7,225.20

Institute Funds:

Income from superintendents.....	\$ 2,720.00
Paid speakers.....	655.00
Expenses of unpaid speakers.....	28.38
Printing.....	476.25
Auditorium loud speaker.....	200.00
Postage, phone, drayage.....	125.51
Section chairman expenses.....	112.06
Music bills.....	229.83
Clerical help of secretary.....	228.00
President's expenses.....	135.75
Secretary's incidentals.....	116.99
Secretary's lost salary—	
19 half days, \$133.95.....	
1/2 of Secretary's salary, \$250..	383.95
	2,691.72

Balance in Institute Fund..... 28.28

Dec. 31, Summary of Cash on hand:

Institute Funds.....	\$ 28.28
Association Funds.....	7,225.20

Dec. 31, 1924, Total.....\$7,253.48

The Institute Fund above does not include \$1,230 paid by San Francisco City and County directly to the speakers; neither does it include \$225 in transit from other City and County Superintendents.

Auditors' Report—January 17, 1925

San Francisco, Calif.

To the California Teachers' Association—Bay Section Council.

We, the undersigned members of the Auditing Committee of the Bay Section Council, have audited the books of Secretary E. G. Gridley and find the statements to be correct showing a net balance of \$7,253.48.

We wish to commend the Secretary for his very efficient method of keeping his books and rendering his statements.

(Signed) Clara M. Partridge

John S. Drew

Edgar E. Muller, Chairmen